

# ***The Stonebridge School***

## ***Behaviour Policy***

Behaviour policy and statement of Behaviour principles



**Approved by:** Staff and Governors

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## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how children are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## Philosophy

At The Stonebridge School, we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which children and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

All children will feel safe and secure and be responded to as unique individuals; they will be encouraged to develop outstanding behaviour for learning in order to reach their potential. An inclusive, secure and aspirational community will be developed with a strong safeguarding culture and ethos.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)
- [Keeping children safe in education](#)

It is also based on the [Special Educational Needs And Disability \(SEND\) Code Of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

This policy operates in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy

- Safeguarding and Child protection policy

## Definitions

Positive behaviour management promotes an environment where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships.

Therefore, the following definitions enable are to give clarity and guidance to all stakeholders in order that support is given to a child experiencing difficulties with self-regulations and behaviour.

**Misbehaviour (Amber Incident)** is defined as:

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not following the school's core values – Tenacity, Respect, Attitude, Consideration and Kindness (TRACK)
- Non-completion of classwork (unless there are mitigating circumstances)
- Poor or disrespectful attitude towards peers or staff
- Incorrect uniform or inappropriate clothing on more than one occasion

**Serious misbehaviour (Red Incident)** is defined as:

- Repeated breaches of the school rules or core values
- Any form of bullying or peer on peer abuse
- Fighting, including 'play fighting'
- Racist, sexist, homophobic, transphobic or any other toxic discriminatory behaviour which is contrary to the protected characteristics outlined in the Equality Act 2010
- Vandalism
- Theft
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Smoking
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, sexting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At The Stonebridge School, we believe that there is no place for bullying in any form. We aim to ensure that the whole school community understands the devastating effect all types of bullying can have on the emotional wellbeing of children, parents and staff. We believe that all individuals should feel safe and free from any intimidation or the threatening actions or words of others. We will collectively strive for the eradication of bullying.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

### **Underlying causes of challenging behaviour**

Managing challenging behaviour can be difficult and stressful for school staff. An outburst may be a known reaction to a daily activity, or sometimes it may be so out of the blue you are struggling to work out what has caused it. But it always happens for a reason as it is a child's way of communicating that something is not right. Once a child learns that shouting or being disruptive, for example, gets them attention or gets them out of a situation, they do begin to see it as a way of getting what they want. This is called *learned behaviour* and should not be confused with *manipulating behaviour*. (Definition of Manipulation- Psychological manipulation is a type of social influence that aims to change the thoughts, feelings, behaviours or perceptions of others through deceptive, underhanded or abusive tactics. This will always be to the advantage of the manipulator, usually at the other person's expense; with extreme methods being considered as exploitative, abusive, devious, and deceptive.)

## Possible causes of Challenging Behaviour

- **Feeling unwell** or in pain. It may be difficult to communicate this to others.
- **Hormonal changes** may cause aggression during puberty.
- **Frustration** at being told off, feeling that they are not being listened to or not being understood. Self-harm can be a way of communicating this frustration.
- **Feeling upset or distressed** about something, perhaps a change in routine.
- **Loneliness.**
- **Depression, anxiety**
- **Excitement.**
- **Boredom** or lack of stimulation.
- **Lack of understanding.**
- **Sensory needs** - exploring how things feel, taste or smell.
- **Seeking attention** - wanting a reaction or avoiding a demand. Social attention: It may be a good way of getting other people's attention, even if it is negative, e.g., shouting
- **To get something** - a person may learn behaviours that get them things they want, e.g., food, objects etc.
- **Escape:** - it may help to avoid things a person doesn't like e.g. dentist

### Types of challenging behaviour:

- **Withdrawn behaviours** such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- **Disruptive behaviours** such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- **Violent and/or unsafe behaviours** may include actions that cause **Self-injury or self-harm** such as head banging, kicking, biting, punching, fighting, face or head slapping, skin picking, scratching or pinching and forceful head shaking., running away, hair pulling, smashing equipment or furniture/fixtures
- **Inappropriate social behaviours** such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation.
- **Being aggressive:** Hurting others; biting, pinching, slapping, spitting, hair pulling and screaming or shouting.
- **Being destructive:** Throwing things, breaking furniture, ripping things up.
- **Pica:** Eating or mouthing non-edible items, such as stones, dirt, pen lids, bedding, metal, faeces.
- **Smearing:** usually of faeces.
- **Repetition:** Rocking, repetitive speech and repetitive actions or manipulation of objects.
- **Running away or stripping off**

The school recognises that there may be a wide variety of reasons for poor or challenging behaviour. The home environment must be considered, along with friendships and other possible situations; such as bereavement. The school must also consider threats beyond the home and school, i.e. 'Contextual Safeguarding'.

See 'Causes of challenging behaviour' (Appendix 4.) for further explanation.

## Roles and Responsibilities

### The Governing Board

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its children are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the Head teacher and give them related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The Governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this Behaviour Policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

### **The Head Teacher**

The Head teacher is responsible for reviewing the Behaviour Policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

It is the role of the Head teacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher has access to records of all reported incidents of challenging behaviour in the Behaviour Files (in a secure area of the All 4 one) or those held on C-POMs.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. The School Governors are notified of any such action that has taken place.

The head teacher must **publish the school behaviour policy**, in writing, to staff, parents and pupils at least once a year. It should also be made available on the school's website.

### **The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are adhered to in class, and that their class behaves in a responsible manner during lesson time, assemblies and moving around the school.

The class teachers must have high expectations of the children in terms of conduct and their behaviour for learning. Teachers should strive to ensure that all children perform to the best of their ability.

The class teacher will treat each child fairly and apply the School's Core Values (CARR) consistently. The teacher should treat all children in their class with respect and understanding, adapting their approach depending on the child's needs. Along with the class contract the teacher is responsible for setting the ethos within the class, making sure

that whole class behaviour management strategies are in place, understood and observed by the children.

It is the responsibility of the class teacher to record and /or report significant incidents of inappropriate behaviour on the Behaviour Log or on the referral to Head Deputy form.

The School has **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for children, such as teaching assistants, site staff and lunch time staff.

The School can discipline children at any time they are **in school or elsewhere** under the charge of a teacher, including on **educational visits**.

Teachers can also discipline children for **misbehaviour outside school**.

Teachers can **confiscate** children's property.

The Head Teacher or SENCo may ask for information from the class teacher when liaising with external agencies, to support and guide the progress of each child.

The class teacher must report to parents about the progress of each child in their class, in line with the whole-school policy.

### **The Role of Non-Teaching Staff**

It is the responsibility of all staff to ensure that the school rules and core values are adhered to in classrooms and in any group that is taken out of the classroom. The Year Team Leader will support staff in responding to behaviour incidents.

### **Parents**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of children will be maintained and respected by all. **Parents** have a clear role in making sure their child is well behaved at school.

Parents are expected to:

- Support their child in adhering to the school's code of conduct and core values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that children arrive punctually for the start of the school day.
- Ensure that children have appropriate dress for school and PE so as to take a full part in all school activities.
- Supporting the school in our policy that all children are expected to behave in a responsible manner, both towards themselves and others, showing consideration, positive Attitude and respect (CARR) for other people at all times.
- Ensure that children show a proper regard for other people's property, buildings and the environment.
- Ensure regular attendance at school and avoiding unnecessary absence.
- Adhere to the Home-School Agreement, which details the agreed responsibilities of parents, children and teachers. (**See Appendix 2. Home-School Agreement**)



## **Code of conduct**

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn by not disrupting the class
- Move quietly and calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **Rewards and sanctions**

### **List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Certificates for academic and non-academic achievement
- Head teacher certificate
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Affirmation Assembly
- Special responsibilities e.g. being a Red Hat
- Child, group or class, singled out as a role model
- Praise
- Affirmation certificate
- House points
- Lunch at Chef's Table
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Points given via an online app, J2E stars

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Expecting work to be completed at home, or at break or lunchtime
- Keeping a child in for part of their play or lunchtime
- Referring the child to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Withdrawal of privilege relative to misbehaviour
- Playtime detention may be given for a serious offence
- Parents informed and involved in the behaviour management process
- Use of points chart or progress book (SLT member informed)
- Time out e.g. another group, another class,
- Child to sit by teacher
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Work to be completed in the child's own time or at home.

- Child sent to another appropriate adult to explain their misbehaviour.
- Red incident to be recorded on CPOMS

We may use withdrawal from classroom in response to serious or persistent breaches of this policy. Children may be sent to a senior teacher during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

### **Off-site behaviour**

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'.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another child or member of the public or
  - could adversely affect the reputation of the school.

### **Malicious allegations**

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the child in accordance with this policy.

Please refer to our safeguarding policy for procedures for dealing with allegations of abuse against staff or volunteers for more information on responding to allegations of abuse and Part 4 of KCSiE.

The head teacher will also consider the pastoral needs of staff accused of misconduct. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

## **Behaviour management**

### **Classroom Management and Procedures**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be fully engaged
- Establish defined classroom areas.
- Display the core values – TRACK and their own class contract
- Develop a positive relationship with children, which will include:
  - Greeting children in the morning and at the start of the afternoon session
  - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour – 'catch them being good'
- Concluding the day positively and starting the next day afresh
- Allow adequate time for tidying up
- Having a plan for dealing with low-level disruption
- Have a line up order (not register order) for all children when moving around the school and at the end of play times
- Using positive reinforcement
- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement and facilitates cooperative learning
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly
- Place emphasis on independent learning
- use a range of assessment strategies
- Be well prepared and organised
- Make expectations clear to children and parents, when applicable
- Share responsibilities between all children
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere
- Encourage children to respect others speaking and not interrupt
- Involve children in the organisation of systems wherever possible
- Be positive in communications e.g. use of 'please walk', rather than 'don't run'
- 

The use of class contracts is used all classes in the school. This is based on the principle of collective responsibility.

The contracts are drawn up at the beginning of the academic year in consultation with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

### **Reasonable force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent children from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

***Please Note: Parental consent is not required to restrain a pupil.***

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) link for the document: - Use of reasonable force in schools - Guidance about the use of physical restraint in schools for governing bodies, head teachers and school staff. (February 2023 - currently under consultation)

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always to be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 5 for a behaviour log)

## WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
- Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil or oneself.

## Who Can Use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to only to members of staff at the school

## When Can Reasonable Force Be Used?

- Reasonable force can be used to prevent a child from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

## Schools can use reasonable force to:

- remove a disruptive child from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the learning of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

## Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

## Communicating The School's Approach to The Use of Force

- Every school is required by law to have a Behaviour Policy and to make this policy known to staff, parents and pupils. **This policy should include guidance on the use of reasonable force although this is not a legal requirement.**
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to use force on a pupil.
- By taking steps to ensure that staff, children and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

## Using Force

- A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:
  - the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
  - the 'double basket-hold' which involves holding a person's arms across their chest; and
  - the 'nose distraction technique' which involves a sharp upward jab under the nose.

## Telling parents when force has been used on their child

If the use of force has been applied to a child, then a record will be made and the parents/carers will be informed.

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

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

## What Happens If a Child Complains When Force Is Used On Them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a member of staff, the school should ensure that they have access to a named contact who can provide support.
- Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## Confiscation

**Any prohibited items (listed in section 2) found in children' possession will be confiscated.**

These items will not be returned to children.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the child's parents/ carers after discussion with senior leaders and parents, if appropriate.

Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Confiscation of Inappropriate Items

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

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2. **Power to search without consent** for "prohibited items" including:
  - knives and weapons (including objects that are intended to be used as a weapon)
  - alcohol
  - illegal drugs
  - stolen items
  - cigarettes
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## External agencies intervention

If there is a need to involve an external agency, e.g. the police or social care, the school will ensure that a member of the safeguarding team is present to support the child. For example, if the police want to question a child. If appropriate, parents will be notified before any external agency involvement.

## Support for children with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's Special Educational Needs Co-Ordinator (SENCo) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, the school will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual education plan (IEP) and review it on a regular basis.

### **Transition**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, transition meetings between teaching staff where all relevant information is exchanged.

To ensure behaviour is continually monitored and the right support is in place, information related to a child's behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

## **STAGES OF INTERVENTION**

The school's behaviour management procedures can be summarised into five stages. These stages of intervention should be logged and dated.

### **Stage 1**

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement, support should be sought from the Year Team Leader
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.  
Class teacher and/ or YTL to keep an individual log (see appendix 5)

### **Stage 2**

- Joint intervention by the class teacher and parents. The child should be included in discussions, where appropriate.
- If there is no improvement, the class teacher should inform the parents and child that the matter will be referred to a Deputy Head Teacher, stating the reasons why.  
DHT to record incidents on SL behaviour logs or CPOMS.

### **Stage 3**

- Discussions between Deputy Head Teacher and parents, involving the child, where appropriate, to try and resolve the problem.
- If there is no improvement, Deputy Head teacher should inform the parents that a meeting with the Head Teacher should take place.

### **Stage 4**

- Discussions between the Head teacher and parents involving the child. The class teacher, and the Deputy Head teacher to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.
- If there is no improvement the Head teacher should inform the parents of any further action which is likely to be taken, stating the reasons why. This may include the child being referred by the Head teacher or SENCo to External agencies for support (e.g. Brent Inclusion Team), stating the reasons why and what support is required to prevent exclusion.
- At this stage a child may be internally excluded.

### **Stage 5**

The Head teacher may refer the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

Although these stages should be followed chronologically, some behaviour may proceed very quickly to stage 4. This is usually when there is a serious incident of misbehaviour.

## **Exclusion**

This is a disciplinary measure that the head teacher of a school uses to deal with incidents of serious misbehaviour.

### **Types of exclusion**

There are three types of exclusion:

Internal exclusion - The parents would be informed and a letter sent. The child would remain with a senior member of staff and not being to go to class or into the playground. A referral to Brent's Inclusion Team may be made at stage 4 or 5.



Fixed-term exclusion - this is for a specified number of days (maximum 45 days in any one school year). Parents will be given a date for return and the pupil cannot go back to school until that date. The school will write to parents outlining clearly the reason for the exclusion, usually following a telephone conversation.

Permanent exclusion - the school has come to the view that the pupil should not continue at the school. Most exclusions are for a fixed-term. However, occasionally a fixed-term exclusion may lead to a permanent exclusion.

Brent's Inclusion Support Service works closely with schools and parents to identify children who may be at risk of exclusion, and try to prevent this from happening. The school will try to make a referral to the Inclusion Team in

In the event of a child being excluded permanently, the team offers advice and support to parents, helping them through the rights of appeal and looking for school vacancies.

The Inclusion team will work with schools to find new places for permanently excluded pupils and help to make the return to school as easy as possible.

We will also work in co-ordination with the Brent Pupil Referral Unit or Alternative Providers to arrange education for excluded pupils.

### **Referrals**

Referrals to the Inclusion Team are made through the school, when requesting additional support for an individual, small group or the whole school. The school may make referrals to other agencies like CAMHS, PETS and WEST for additional support.

Other concerned professionals may make referrals, but this should be done with the involvement of the school, to ensure information provided is accurate and up to date. Parents will need to give consent before a referral can be made. The parents' view will be included on referrals.

### **PROCESS AND RECORD KEEPING**

- Where behaviour is persistently below the standard required the pupil may be entered on the Special Needs register as a cause for concern and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious the child will move to 'School Support when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all those who work with the child, the parents and the child themselves, where age appropriate. This will include setting up an Individual Education Plan (IEP) for that pupil.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC, Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.
- If the behaviour does not improve the child's name moves to 'School Support with outside agencies'. This step will be discussed at one of the regular School Based Inclusion meetings. The IEP will continue to be reviewed. LATA time and midday supervisors' support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Where pupils reach School support and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.

- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the Deputy Head teacher and SENCO may be set up a Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and LATAs and any external professionals involved with the child.
- *In very extreme circumstances, the Head teacher may exclude a child from school either for a fixed period or permanently. (see above)*

### **Monitoring arrangements**

This behaviour policy will be reviewed by the head teacher and Governing Board every 3 years. At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board every 3 years.

## **Appendix 1: written statement of behaviour principles**

Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All children, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to children at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by children and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Children are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and children's home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board every 3 years.

## **Appendix 2**

### **Stonebridge Primary School – Home/School Agreement**

#### **The parents/guardians**

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading weekly newsletters and endeavoring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform

#### **The school**

The school will endeavour to:

- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parent's Evenings and provide an annual written report
- set and mark homework
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

## **Appendix 3**

### **SCHOOL RULES**

- Children must not bring toys or any valuable equipment to School unless directed by a teacher or member of staff. Mobile phones used by Yrs. 5 and 6 must be handed into the office first thing in the morning.
- The School complies with the Local Education Authority rule that correction fluid must not be used by children.
- For safety reasons long hair should be tied back.
- Make up and jewellery, including nail polish, should not be worn in School.
- Chewing gum and sweets are not allowed in School.
- Only Healthy Snacks and Packed lunches to be eaten on the school premises.

## Appendix 4

### The underlying causes of challenging behaviour

Written by: [Clare Stafford](#) | Published: 26 September 2018

**Continuing her series for SecEd on supporting our most vulnerable young people, Clare Stafford seeks expert advice on supporting students who regularly demonstrate challenging behaviour**

Behaviour that challenges in the classroom calls for a considered, consistent and whole-school approach. Professor Tamsin Ford is a child and adolescent psychiatrist who leads a research group at the University of Exeter Medical School.

Their work focuses on the effectiveness of services and interventions to support the mental health and wellbeing of children and young people, with a focus on mental health in schools. She gave me her insights into the origins of challenging behaviour and discussed effective strategies for offering support.

#### Challenging behaviour and mental health

Opinion is divided on whether or not challenging behaviour constitutes a mental health problem.

Prof Ford explained: "That's a really interesting question and we could talk for an hour about the philosophy of whether or not behaviour that challenges others should be conceptualised as a psychiatric problem.

"What we can say, however, is that children who meet the diagnostic criteria for conduct disorder have a much higher risk of every adult mental health problem. This includes anxiety, depression and psychosis as well as difficulties that might be less surprising, like substance misuse and dependence."

To meet the diagnostic criteria for conduct disorder children must, explained Prof Ford, have three or four severe problems which persist for at least six months and make it difficult for them to access education and maintain friendships, get in the way of family life and distress people around them.

Whatever the philosophical debate, she emphasised that it is important to have this categorisation so that we can identify and support children who experience these difficulties.

"Having a category through which we can say 'these children are in difficulty'," she continued, "seems to me very important.

"If we can get in to find out why their behaviour is happening, to support them and change their behaviour traits, we may have a positive impact not only on their health trajectory, but also on their educational outcomes, their future employment, their intimate relationships, and perhaps their own children's mental health further down the line."

#### Underlying causes

Identifying these children is often fairly straightforward – young people whose behaviour challenges tend to declare themselves because someone is struggling to cope with them, be it their parents or carers, or their teachers at school.

Prof Ford stated that the more important issue is to understand the origins of their behaviour. One of the clearer origins of challenging behaviour relates to literacy. Prof Ford said: "There is a really, really strong overlap between children with behaviour problems

and children with reading problems – about a third of the children who have a specific reading disorder will also have conduct disorder and vice-versa.”

In some cases, the behaviour may derive from a child's stage of development relative to their age, as Prof Ford explained: “There are children who have a global developmental delay, so in other words, it's not so much that their behaviour is wilfully bad, but it's that they are in a situation, particularly in a school setting, where actually the expectations are just inappropriate for their developmental level.”

Emotional disorders can also lead to difficult behaviour and should be considered, particularly if the challenging behaviour is a change for that child.

“For example,” Prof Ford explained, “if I have a child who is really anxious about being separated from a parent, getting them into school can be really hard and that anxiety may manifest or be shown to others as temper tantrums and refusal to go to school. The underlying anxiety might be missed.

“Likewise, a teenager who is depressed can be really irritable. They may not have the energy to do their school work and stop handing in their homework; then they may be bolshy, rude and irritable when challenged about it. Children with autistic conditions can struggle with changes in activity, and children with ADHD struggle with sitting still and sustaining concentration.

“So, whenever a child's behaviour is challenging, it's worthwhile stopping and thinking: why? What could be going on here? And, thinking about children's broader mental health – is there a neuro-developmental disorder like ADHD or an autism spectrum problem?

“Might a teenager be anxious about something, or is there a learning problem we haven't yet found out about? Or is there something going on at home – a divorce or a bereavement? Is there bullying at school? It's important to explore all these possibilities before concluding that this is 'only' a behavioural problem – because it very rarely is.”

### Importance of diagnosis

What are the advantages of having a diagnosis for children? Prof Ford says that diagnosis can bring access to resources that can support children: “If you assess a child and find out that they have ADHD or an autism spectrum condition, this can then be the route into an Education, Health and Care Plan (EHCP). That, in turn, may translate into the provision of a person to support a child with autism in the playground or to assist a child with ADHD to sit still in the classroom and actually get some work done.

“I think careful assessment is always important. If having a diagnosis or label would support a child to access the resources and support they need, either within school or outside of school, then that's a clear reason for having a diagnosis.”

Getting a diagnosis, however, is not just important from a resourcing perspective. Prof Ford continued: “It's about more than just getting money for a teaching assistant or other support. In the eyes of the school, and sometimes the eyes of the family, it changes a child who is a problem into a child who has a problem.

“This evokes a very different response from people around them. That in itself – the assessment and the explanation of what's going on and where this behaviour is coming from – can make a huge difference for everybody trying to work with the child and for the child themselves.”

## Assessing and addressing challenging behaviour

In thinking about ways to support children whose behaviour is challenging, either at school or at home or both, Prof Ford's first priority is a clear assessment of what's going on in the child's life: "It's important to think through – how long has this been going on? Is there something that has trickled on for most of the child's life? Were they a toddler who was quite difficult to manage, who's turned into a teenager who's really harder to manage because they're bigger and there's more opportunity to do things that are challenging? Or is this a sudden change?"

"If it's a sudden change, what has happened at home or at school that might explain that? What are the situations in which things go right and might those be possible ways of understanding what's going on or perhaps even be levers for change?"

It is particularly important, says Prof Ford, to find out whether the child has a mental health problem such as anxiety, depression or ADHD: "For all of these there are evidence-based interventions that can help support these children and which will have an impact on their behaviour. There are likewise effective, evidence-based interventions for conduct disorder also."

Prof Ford believes that having clear, realistic targets for achievement is key when teaching children whose behaviour challenges, as is making a point of giving praise for a job well done.

She said: "If a child gets a reputation for always behaving badly, you can get a 'give a dog a bad name' phenomenon – there may be other children who are behaving badly, but not quite so often, who just get away with it and the child with the reputation can't even breathe loudly without being pulled up all the time.

"If you could reverse that so that you really jump on the things they do right and give them lots of praise and encouragement, that can be hugely effective in turning the situation around because they realise that actually people notice them – they notice when I come to school, they notice when I hand my homework in and they notice when I do things right."

It's also good to spend some time thinking about how to reward positive behaviour for individual children, as well as on a class and whole school level, says Prof Ford: "Remember, it's got to be a reward for the child and not the adult. What the adult might think is a really good reward might not motivate the child because it's not what they're into."

## A whole-school approach

A consistent, school-wide approach to behaviour management is key, says Prof Ford: "The vast majority of children go through their school career and develop into healthy adults without any major problems with their behaviour. There is also a small number who are very vulnerable because they have a learning disability, a mental health problem, a very difficult social situation or some combination of these.

"Such children may never cope in a mainstream school, whatever support you put in. It's really important that those children are identified early and if support in mainstream education is failing, that wherever possible, the move to specialist provision is planned and to support their needs.

"It is crucial that they're not left to fail in mainstream and then excluded so that they end up in a specialist school as a result of failure – that in itself has a detrimental effect on children's mental health.

“However, between those two groups you have a population of children who are vulnerable and it’s for these children that schools who are well-organised can make a real difference to educational outcomes and mental health. I think it’s about having a really good whole-school approach to behaviour management which is consistent.” Similar messages need to be put out to the entire school. This can be done through a variety of means – through assemblies, for instance, through a consistent approach to bullying, and by having ground rules on how staff interact with each other and with students.

Simple, traditional techniques for managing behaviour can be really effective – for example, having a daily report card that children take round the school with them and then take home, so it’s not so much what’s written on the card that counts, it’s the fact that the child is aware that everyone’s speaking to each other and that it opens up channels of communication.

### Teacher-pupil relationships: a vital link

Prof Ford is firmly of the opinion that we should not underestimate the importance of teacher-pupil relationships when it comes to challenging behaviour.

She explains her thinking: “From the British National Survey Data of school-aged children we have demonstrated that teacher-pupil relationships, if poor, predict the new onset of behaviour problems and other psychiatric issues and they also predict exclusions.

“While this may be a difficult thing for educators to hear, it demonstrates that what teachers and teaching assistants do is really important. There is work from the 1970s which demonstrates that, for really vulnerable children, having one interested adult – which was often a teacher and a fleeting relationship – can make the difference between whether or not they succeed in terms of educational outcomes. It can also make a major difference to their mental health.

“So, teacher-pupil relationships should be fostered to be as positive as they possibly can. In terms of managing behaviour, spending time developing a good relationship is like putting money in the bank: when you then have to say, ‘no, actually that behaviour is unacceptable because...’ and impose a sanction, the child is likely to be more receptive if a positive connection has already been established.”

Prof Ford acknowledges that managing children’s behaviour is one of the toughest things about the job: “Having to deal with behaviour problems and not feeling supported is quite often what causes people to leave teaching. Teachers have quite high rates of depression and often feel unsupported – we really need to think about how we look after our teachers.”

### Challenging behaviour: Eight tips

1. Be aware of possible underlying causes, such as anxiety, neuro-developmental or learning disorders, or issues at home.
2. Recognise the importance of getting a diagnosis where relevant.
3. Have clear, realistic targets for achievement.
4. Pay attention to and really encourage positive behaviour and work.
5. Have a consistent, whole-school approach to behaviour management.
6. Think about the best way to reward positive behaviour for children who are struggling, at class level and at school level.
7. Have strong and consistent implementation of anti-bullying programmes.
8. Look after your own mental health.



**Clare Stafford is CEO of the Charlie Waller Memorial Trust, a charity that provides fully funded mental health training to schools. Visit [www.cwmt.org.uk](http://www.cwmt.org.uk)**

Further information

- The Charlie Waller Memorial Trust's Stella Project has been working with professionals to provide mental health training in order to better support vulnerable learners. This series of articles is part of the legacy the year-long project hopes to leave. For more information, see The Stella Project: Supporting vulnerable learners, SecEd, February 2018

## Appendix 5: behaviour log example

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	