

Policy Updated: September 2023

Review Date: September 2024



## **Behaviour and Relationships Policy**

Whitehouse Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

### **Aim of the policy**

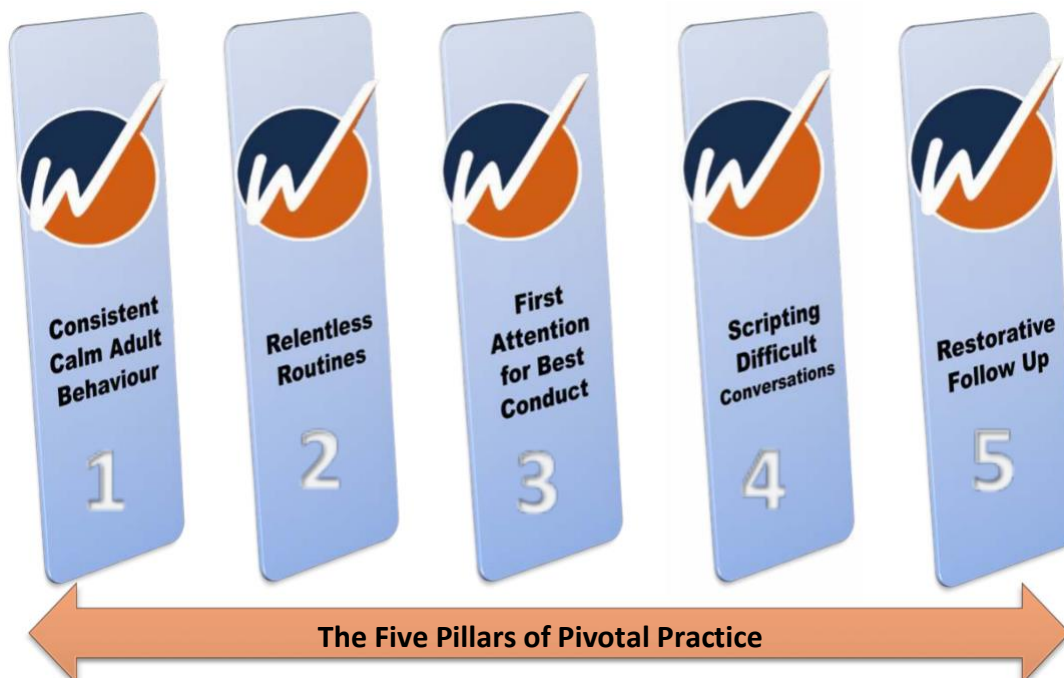
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To refuse to give children attention and importance for poor conduct.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the policy**

To provide simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



*“When the adults change, everything changes” (Pivotal Education)*

## Expectations of Adults

### We expect every adult to:

1. **Meet and greet** at the door
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships
4. **Plan** lessons that engage, challenge and meet the needs of all children
5. Give first response to **positive** behaviours
6. Be **calm** and give 'take up time' when going through the lights. **Prevent** before sanctions
7. **Follow** up every time, retain ownership and engage in reflective dialogue with children
8. Always **explain** that an additional strategy is being used as the previous one didn't help
9. **Never ignore** or walk past children who are engaging with negative behaviours

### Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

### Middle leaders will:

- **Meet and greet** children at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- **Support** staff in returning children to learning by sitting in on restorative conversations
- Regularly **celebrate** staff and children whose efforts go **above and beyond** expectations
- Encourage use of Trackit Lights to share positive behaviour with staff, children and parents
- Ensure staff training needs are identified and targeted
- Use behaviour data (recorded on Trackit Lights) to target and assess best practice in year groups

### Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

### Senior leaders will:

- Take time to welcome children at the start of the day
- Be a visible presence around the site and especially at transition times
- **Celebrate** staff, leaders and children whose effort goes **above and beyond** expectations
- Regularly share good practice
- **Support** middle leaders in managing children with more complex or entrenched negative behaviours
- Use behaviour data (recorded on Trackit Lights) to target and assess school wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies

### Recognition and rewards for effort

We recognise and reward children who go '**over and above**' our standards. Our staff understand that, at Whitehouse Primary School, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those children who are hardest to reach. Positive rewards include positive messages home for behaviour that is '**over and above**'. This may take the form of a phone call or a face to face chat. Children who demonstrate the school attributes will be acknowledged with achieving a green light on Trackit Lights for their house.

Other rewards and recognition of achievement include house points, stickers, Crew Champion, Headteachers Awards, Student Council, Leadership roles and certificates.

### **Celebration Crew (Crew Champion)**

Our celebration Crew is on a Friday morning, where one child from each Crew will be chosen for **Crew Champion**. This child will have consistently gone “**over and above**” in our school rules and attributes during the week. The children are selected at the beginning of the assembly and receive a certificate and a green light (worth 5 house points!). They then take their seat pride of place at the front for the duration of the assembly.

### **Managing Behaviour**

Engagement with learning is always our primary aim at Whitehouse Primary School. For the vast majority of our children, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All children must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### **Practical steps in managing and modifying poor behaviour**

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the Trackit Lights system to enable the child every opportunity to correct their behaviour.

Aspects of behaviour that do meet our Whitehouse Primary rules “Ready, Respectful, Safe” have a clear and consistent consequence. The stages below alongside a visual representation of the rewards on offer for positive behaviour enforces to children that “your behaviour is your choice” and so too are the related rewards or consequences.

The four lights are used to provide children with progressive levels of consequence – demonstrating to children that behaviour choices, which do not follow our rules, are not acceptable and will not support them and their peers in being “ready, respectful and safe.”

If incorrect behaviour choices are made, the next light is used with the option of clear scripts guiding each transition and a focus on returning to the green light. Staff will make the children aware that they are moving to the next light as the previous light didn’t help them to correct their choices.

Each child begins each lesson on the green light, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of lessons and days. When they are on green, they are able to earn positive behaviour rewards.

At times, it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. Such adjustments will be discussed with the Senior Leadership Team and the child’s parents or guardian, but will not distract away from the ultimate purpose of this policy.

The four lights are described below, followed by the optional script used by an adult at each stage. Any message is delivered quietly, calmly and clearly; it is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules.

| Light   | Script  | Behaviours  | Actions/Outcomes  |
|---|---|---|---|
| <b>GREEN</b><br><br><b>Positive rewards</b>   | I am so please to see (name) (insert behaviour). You have earned a reward for this on Trackit lights!   | Following the school rules and showing values<br>Showing good manners<br>Excellent effort in work<br>Good partner or team work<br>Ready to learn<br>Good listening<br>Walking sensibly around school<br>Good tidying  | <ul style="list-style-type: none"> <li>Celebrate the positives and focus on these!</li> <li>First response to the wonderful choices made</li> <li>Award green light on Trackit Lights for behaviours seen. Ensure this is consistent for all children</li> </ul> <b>Outcomes:</b> Trackit light rewards, house points, Crew Champion, headteacher award, stickers   |
| <b>Gentle Reminder</b>  | At Whitehouse, we (positive behaviour e.g. listen when others are talking). I would love to see you showing me this. This is your reminder to stay on the green light.  | Not following our school rules – ready, respectful and safe<br>Not following instructions<br>Not listening<br>Disrupting learning<br>Running in the corridors<br>Calling out<br>Talking over others<br>Not taking care of school equipment  | <ul style="list-style-type: none"> <li>Give children a ‘nudge’ in the right direction with a small reminder of the expectation in private</li> <li>Ensure they know they are still on a green light and can access the rewards when showing positive response</li> <li>De-escalate and decelerate where reasonable and possible; take initiative to keep things at this stage.</li> <li>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</li> </ul> <b>Outcomes:</b> Earn green Trackit light rewards OR move to orange light |
| <b>ORANGE</b><br><br><b>Visual reminder for 5 minutes (card and highlight name)</b> | You are now on an orange light because you are choosing to (negative behaviour). This is your visual reminder to help get you back to green. At Whitehouse, we (positive behaviour) and this is what I would like to see so you can return to green.  | Not following our school rules – ready, respectful and safe<br>Not following instructions<br>Not listening<br>Disrupting learning<br>Running in the corridors<br>Calling out<br>Talking over others<br>Not taking care of school equipment<br>Continuing to display the behaviours at the green stage | <ul style="list-style-type: none"> <li>A verbal warning delivered in private. Child to have an orange card reminder and their name clicked to orange on the board.</li> <li>Ensure child knows why they have been given the reminder and what behaviour will get them back to a green light.</li> <li>Re-evaluate after 5 minutes</li> </ul> <b>Outcomes:</b> Child returns to green light OR move to yellow light.<br><br>If they come off orange but continue the behaviours at a later point in the lesson, they go straight to yellow.                                    |
| <b>YELLOW</b><br><br><b>Time out in another class and chat at playtime</b>          | You are now on a yellow light because you have continued (negative behaviour). I would like you to continue your learning in (different environment) to help you refocus and get back to a green light and we will discuss this for 5 minutes at play time. At Whitehouse, we (positive behaviour) and this is what I would like to see so you can return to green. | Continuing to display the low-level behaviours above. It is important this is used for low-level disruptions that don’t warrant a red light at the moment.  | <ul style="list-style-type: none"> <li>Child’s name to go onto a yellow light</li> <li>Child to be taken to another teacher and complete their work there</li> <li>5-minute restorative chat in their time where possible (not to be carried over to the following day)</li> </ul> <b>Outcomes:</b> Child returns to green light OR they move to a red light.<br><br>If they come off yellow and the behaviours continue soon after, they progress to red. Teacher to use initiative and decide if they need a warning prior to this.   |
| <b>RED</b><br><br><b>Parents spoken to</b>  | You are now on a red light because you have [chosen to continue] (negative behaviour). You will have  | <b>Single behaviours:</b><br>Hurting another child, physically<br>Swearing  | <ul style="list-style-type: none"> <li>Child’s name to go onto the red light</li> <li>Incident form completed (can be done later that day)</li> <li>Parents need informing them of the rule or rules that were not followed</li> </ul>  |

|                               |  |  |   |
|-------------------------------|--|--|---|
| <b>and reflection</b>         | time to reflect on your choices during your lunchtime and I will let your parents know with a note home.<br>At Whitehouse, we (positive behaviour) and I know you are able to do this so you can return to green.  | Walking out of class<br>Spoiling another child's work<br>Taking something which doesn't belong to them<br>Persistently goading another child<br>Damaging school property<br><br>Or a continuation of low-level behaviours which have followed the lights system  | <ul style="list-style-type: none"> <li>Reflection to be completed during the child's lunch time to consider how to make more positive choices</li> </ul> <p><b>Outcomes:</b> Child returns to green light and they have a fresh start</p> <p><b>Imposition given if needed</b><br/>An imposition is additional work that must be completed that evening, countersigned by parents and returned the next morning. This is to help the child understand that there are consequences and the responsibility for making up time lost is with them, not the teacher.</p>   |
| <b>RED Internal isolation</b> | You are now on a red light because you have chosen to (negative behaviour). Your choices have meant you have been on a red light too often and we need to find a new way to help you (positive behaviour). Today/this morning/afternoon, you will go and work (agreed place) so you have time to think about your choices. At Whitehouse, we (positive behaviour) and I know you are able to do this so you can return to green. | This is for if children are regularly getting red – where the reflection isn't effective or this is used when a child's behaviour has been particularly unsafe or disrespectful.<br><br>'Regularly' is judged by teacher as will depend on the individual child. All discussions on this should be had with phase leaders.<br><br>This sanction should only be used once and then, if ineffective, child should have a behaviour support plan put in place. This should be agreed with class teacher, Rachel Ndede and with parents. | <ul style="list-style-type: none"> <li>Child's name to go onto the red light</li> <li>Incident form completed (can be done later that day)</li> <li>Teachers will make a phone call home to inform parents that behaviours are not improving</li> <li>Child to complete learning in a different area of the school for the set amount of time</li> <li>Child to not have playtime with their class mates, to use time to restore relationship with their class teacher</li> <li>Record the isolation on CPOMS.</li> </ul> <p><b>Outcomes:</b> Child returns to green light and they have a fresh start. If behaviours continue and they are regularly getting to red, a behaviour support plan is drafted.</p>  |
| <b>Back on track plan</b>     | We are here to support you and, at Whitehouse, we (positive behaviour). I know you are able to do this but are finding it hard at the moment to stay on track. Together, we are going to find a way to help you keep on track.   | A child who is getting to red regularly (individualised for them).<br>This could have a focus e.g. during a certain lesson/time of the day.<br>A plan to support them through times they find challenging.   | <ul style="list-style-type: none"> <li>Class teacher to meet with Rachel Ndede and Jackie Puddephatt/Dan Bass to discuss needs of the child and where they are struggling to manage behaviours.</li> <li>Class teacher (with RN/JP/DB) to meet with parents and share the concerns. This shouldn't be a surprise to parents as they will have had emails home and a phone call previously.</li> <li>Child, parent and teacher to draft a back on track plan/timetable which will support the child.</li> <li>School to trial plan for 2 weeks and then re-evaluate with SLT and parents. Either to continue or to tweak. Best support plans are in place for 6 weeks to see maximum effect.</li> </ul> <p><b>Outcomes:</b> Child will continue on plan or come off after 6 weeks.<br/>The child will still be able to earn Trackit Light rewards for positive behaviours.</p> |
| <b>Fixed term suspension</b>  | At any point, if a child's behaviours are putting themselves, other children or staff at risk, the Headteacher has the right to exclude a child for a fixed term. Please see the section on suspensions for more information on this.  |  |   |



## **Restorative Practice**

Whitehouse Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Whitehouse Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

*(Appendix 2 – Restorative Practice approach at Whitehouse Primary)*

Questions which would be the basis of a restorative conversation at Whitehouse Primary:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## **Back on track plan**

If a child requires a back on track plan to help them with their behaviour, this would be completed in conjunction with parents and teachers. The plan would be personal to the child to help them manage their triggers as all other strategies have not been successful. Each day, the child would share their back on track plan with a key member of staff; this might be their phase coordinator or a senior leader so successes can be shared and where challenges can be learning opportunities. There would be an open communication with parents so they are kept up-to-date with progress. After the initial meeting, there would be a review after two weeks to see if any amendments are needed to the plan. It would be in place for six weeks to give the child the best chance to succeed with it. After this, it can be stopped or continued based on the progress the child has made with managing their behaviour.

## **Behaviour Support Plan (Appendix 6)**

We recognise the importance of knowing our children as individuals and this is something we pride ourselves on at Whitehouse Primary School. It is essential to our school that all members of staff know and respond to our children based on their needs. For our children who find managing their behaviours hard, they will have a behaviour support plan completed by their teachers which identifies their triggers, common behaviours and ways to prevent these from occurring. It will include strategies which help the individual child as we recognise we are all different. These will often be completed at the start of the year and reviewed throughout the year to account for any changes. If a child has a behaviour support plan, this does not always mean they have a back on track plan too as it might not be necessary. It would only be implemented if they are unable to manage their emotions and are regularly reaching the red light.

## **Suspensions (Appendix 4)**

### **Fixed Term Suspensions**

At Whitehouse, although we believe suspensions are not an effective means of moving behaviour forward, when all other means have proved ineffective or when we feel that a child's behaviour is detrimental to the welfare of themselves, other children or staff, the Headteacher retains the power to exclude a child from school (whether it is fixed term or permanent). This is in line with the Education Act 2002 as amended by the Education Act 2011. In this case, parents would be invited into school to discuss the incident and work would be set for the child to complete. Following the suspension, parents and the child would be invited back into school for a reintegration meeting and to discuss the best way forward to support the child. In doing this, the child starts afresh and their class welcomes them back.

A suspension (fixed term suspension or a permanent exclusion) is an extreme measure, which is usually only considered after all else has failed. In such cases parents have the right of appeal firstly to the school's governing body and then to the Local Education Authority.

## **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Whitehouse Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Further information regarding exclusions can be found in *Appendix 4*.

## **Pupils' conduct outside the school gates**

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 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.

## **Reasonable Force**

At Whitehouse Primary School, key members of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child or if a child is in danger of hurting him/herself or others. Should this occasion arise, children and staff will be given time to reflect and amend the provision in place. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. (*Appendix 3 - details on the use of reasonable force*). More information can also be found in our policy on physical intervention.

## **Confiscation of Inappropriate items**

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

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

# The Whitehouse Way

This is how we do it here.....



At Whitehouse Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

## Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Calm and caring

## Rules

**Ready**  
**Respectful**  
**Safe**

## Over and Above

Trackit Light Points  
House Points  
Crew Champions  
Headteacher Awards

## Relentless Routines

1. Fantastic Walking
2. Legendary Lines
3. Hand Signal for Stop
4. 1, 2, 3 ....Eyes on Me

## Stepped Sanctions

**Green Light – Positive rewards for the attributes!**  
**Gentle Reminder** - (3 rules) privately if possible

**Orange Light – Visual reminder** of choices and how to return to green.

**Yellow Light - Time out.** Child to spend remainder of the lesson in another area to give best chance of returning to green. 5-minute restorative chat at playtime.

**Red light – Reflection.** Time in reflection having a restorative conversation and parents spoken to about choices. Child to complete any unfinished work at home.

**Red light – Internal exclusion.** Continued time in reflection will result in an internal exclusion.

**Back on track plan** – Created to support the child in managing their behaviour.

## Restorative Conversations

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## Micro scripts

30 second interventions at each light – see lanyard cards for each script.



## **Appendix 2 - Restorative Practice at Whitehouse Primary School**

### **Definition**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

### **Restorative Practices in Schools is about:**

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

### **Why use a restorative approach?**

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of suspension/exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

### **Restorative Questions 1**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

### **Restorative Questions 2**

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

### **Appendix 3 – Use of Reasonable Force**

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

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

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.*

#### **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 pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student 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 pupils or blocking a pupil'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 pupil 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.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils 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 disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil 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 student.

By taking steps to ensure that staff, pupils 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.

For further detail please see Whitehouse Primary School Physical Intervention Policy

### **Associated resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour , Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

### **Legislative links**

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[School Information \(England\) Regulations 2008](#)

[Equality Act 2010](#)

[The Education \(Independent School Standards\) \(Amended\) \(England\) Regulations 2014](#) [Education Act 2011](#)

[Schools \(Specification and Disposal of Articles\) Regulations 2012](#)

[The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)

## Appendix 4 Exclusions/Suspensions

This policy will adhere to the statutory guidance "Exclusion from maintained schools, academies and pupil referral units in England." September 2017.

We believe that exclusion from school is a very serious matter and that it is a final step only to be taken if all other strategies have failed. A fixed term suspension or a permanent exclusion will only be issued where a child has persistently broken the school rules and, despite intervention and support, their behaviour has not been modified, or where a one off severe incident has occurred. Any decision to exclude a pupil will be lawful, rational, reasonable, fair and proportionate.

The Headteacher will ensure the school does not discriminate against pupils on the basis of protected characteristics such as disability or race, in accordance with the Equality Act.

The Headteacher and governing body will comply with statutory duties in relation to Special Educational Needs when administering the exclusion process, including having regard to the Special Educational Needs Code of Practice.

Where the school has concerns about the behaviour, or risk of exclusion/suspension, of a child with additional needs, a pupil with an EHC plan or a looked after pupil, it will, in partnership with Milton Keynes Council, consider what additional support or alternative placement may be required.

If a child is suspended, the following will apply:

The incident / incidences will be thoroughly investigated by the Headteacher. A written record of all the stages of the investigation and any witness statements will be recorded on CPOMS. As part of the investigation, the Headteacher will consider whether the disruptive behaviour is an indication of unmet needs.

Dependent on the time of day in which the investigation is completed, there will be either a telephone meeting or face-to-face meeting at which parents are informed about the following:

- The reason for the exclusion.
- The period of a fixed term suspension, or, for a permanent exclusion, the fact that it is permanent.
- Parent's right to make representations about the exclusion to the governing body.
- How any representations should be made and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their expense) and to bring a person of support.
- This information will be followed up in writing which the parent will receive as a letter.

Whitehouse Primary School will ensure reasonable steps are taken to provide work and give feedback on this work whilst the pupil is on a fixed term suspension.

The Headteacher reserves the right to move straight to a permanent exclusion if the action of the pupil endangers the safeguarding of themselves, other pupils, school staff and property.

The Headteacher reserves the right to vary the length of a fixed term suspension dependent upon the age or stage or a pupil in line with the related procedures.

The Headteacher reserves the right to vary the length of a fixed term suspension dependent on the severity or frequency of an offence.

Once the fixed term suspension is completed, the pupil and their parent/s will be invited to attend a reintegration meeting with the Headteacher. This meeting will outline the support put in place to support the pupil in making the correct behaviour choices in the future.

The Chair of the Governing Body will be notified when the decision to issue a fixed term suspension is made.

**Permanent exclusions:**

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

In response to a serious breach or persistent breaches of the school's behaviour policy and:

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.



Appendix 5 – Reflection sheets for KS1 and KS2

2021 update

Reflection time KS1

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Today I was not: Ready Respectful Safe

because \_\_\_\_\_

\_\_\_\_\_

Who is sad about it?

Teacher Friends Adults at home

Next time, I could \_\_\_\_\_

\_\_\_\_\_

How can you be ready, respectful and safe in school?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reflection time KS2

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

I was not: Ready Respectful Safe

I have been asked to reflect today because \_\_\_\_\_

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What happened before? \_\_\_\_\_

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Who has been affected by your behaviour?

My teacher Other teachers Friends Children in class Adults at home

How have you made these people feel? How can you help?

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In this situation, how could you have behaved differently to be more ready, respectful and safe? \_\_\_\_\_

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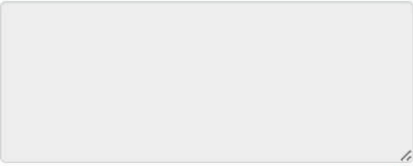
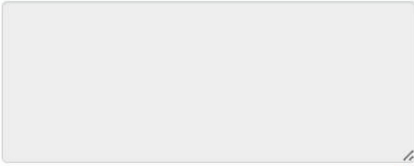
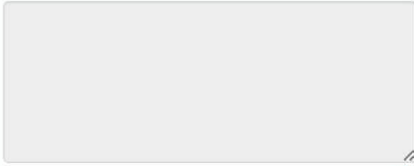
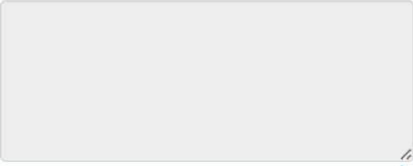
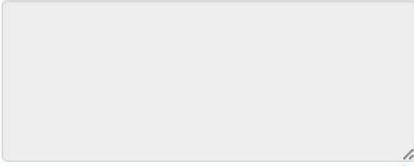
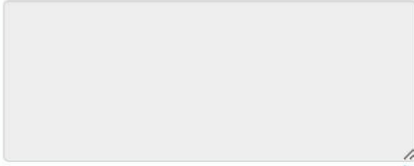
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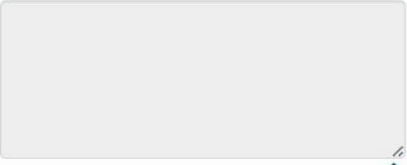
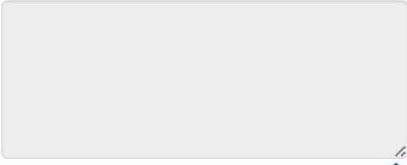
What do you need in order to feel supported to not make this choice again? \_\_\_\_\_

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## Appendix 6 – Behaviour Support Plan

|   |  |   |
|---|--|---|
| Behaviours shown  | Things to avoid  | Preventative strategies   |
|  |  |  |
| Early warning signs   | De-escalation strategies   | Restorative practice  |
|  |  |  |

|   |  |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|
| <b>Physical Intervention</b>  |  |   |  |  |  |  |  |  |
| Description ...   |  |   |   |   |   |   |   |   |
| Positive touch - all staff  | Guides - all staff   | Restriction and restraint - Team Teach tra  |   |   |   |   |   |   |
|  |  |  |   |   |   |   |   |   |