

Behaviour Management Policy



Policy reviewed Summer 2018 using the DFe guidance – Appendix 6

Review date Summer 2019

JW

We aim for Yarm Primary to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

The purpose of our Behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school ;
- To create a positive and orderly atmosphere which supports teaching and learning ;
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities ;
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and sanctions ;
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour.

At Yarm Primary we:

- Use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours;
- Take a personal interest in the progress and welfare of every child;
- Expect all staff to take responsibility for promoting good behaviour at all times;
- Expect all staff and visitors to the school to act as positive role models;
- Seek to show children that if poor behaviour occurs, it is the behaviour we do not approve of, not the child;
- Always take unacceptable behaviour seriously;
- Believe that it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties;
- Seek to identify and address any persistent difficulties;
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach;
- Greet children positively, regardless of any undesirable events on the previous day;
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background;
- Ensure that vulnerable children receive sensitive and well-matched behavioural support.

The School Rules:

At Yarm Primary School we adopted/adapted historically, a set of rules designed for everyone to follow which we refer to as the Golden Rules. These are linked to Golden Time and are our main system for behaviour management across the school, proving to be successful in promoting positive behaviour for the vast majority of our pupils.

Golden Rules

- We are gentle – we don't hurt others
- We are kind and helpful – we don't hurt anybody's feelings
- We listen – we don't interrupt
- We are honest – we don't cover up the truth
- We work hard – we don't waste time
- We look after property – we don't damage things

They are clearly displayed in every classroom and around the school and are frequently referred to during the school day/year.

At the beginning of the new academic year children and staff develop a Class Charter, in addition to the Whole School Charter which School Council were instrumental in developing as part of our Rights Respecting Schools work.



Our School Charter



We Promise:

- to keep the **Golden Rules**,
- to respect school,
- to respect everyone,
- to be role models,
- to respect our environment,
- to be polite and well behaved,
- to appreciate our education

and...

we agree to these rights and the responsibilities that come with them.

At Yarm Primary, we believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Staff:

- Class teachers endeavour to ensure that their children behave well at all times, following the Golden Rules, even when they are not present;
- Teachers contribute to the open door policy for parents and deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate;
- Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the Leadership Team as appropriate;
- ALL staff are responsible for supporting teaching staff in the promotion of positive behaviour and mutual respect;
- The Head teacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents:

- Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can gain the full support of parents when dealing with any child's behaviour as documented in the Home/School Agreement (see Appendix 1)
- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the Head teacher, who will take appropriate action
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher.

Governors:

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy;
- The Governors support the Head teacher in carrying out the policy.

Yarm Primary School – Behaviour Descriptors Grid

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others. We aim for a healthy balance between modelling good behaviour for its own sake and a positive attitude towards rewards and sanctions to encourage good behaviour, as documented in the behaviour grid.

The behaviour grid is used for guidance and every incident needs to be considered on its own merits. It considers behaviour in the classroom, around the school, on the playground and when out representing the school (e.g. on a school trip/visit; when wearing the school uniform to and from school). See Appendix 2.

PSCHE and School Council

Each class has designated time for PSHEC (Personal, Social, Health Education and Citizenship), which we strongly believe underpins all that we do at Yarm Primary. We follow the primary curriculum and SEAL (Social and Emotional Aspects of Learning) programme, as well as discussing issues which are of

concern/interest to the children. Much of this work is carried out through a Circle Time approach. From Year 2 to Year 6, in addition to well-established class listening systems, pupil's views are represented through School Council. The School Council meets on a regular basis to raise issues of concern/celebration and discuss school improvement issues/projects. School Council also plays a major role in representing the school in a variety of ways and settings, and has a 'voice' in Governors meetings.

Supporting children with additional needs – 'children beyond'

For some children the support provided by the Golden Rules/Golden Time is not enough – their needs are 'beyond' these general principles.

Any child, at any time during their school life, could experience a period of turbulence which may result in changes in behaviour. For a small number of children they may have a specific challenge/need which should be taken into account. Children are treated very much as individuals, and therefore approaches will be personalised, but may include:

- Discussion with the child about their behaviours, to seek understanding and offer alternative strategies;
- Continued involvement from and liaison with parents;
- Close liaison with the Head Teacher, to provide support;
- Providing additional support in liaison with the Class teacher/SENCo, which may include accessing one of the therapeutic interventions we can offer in school;
- Involving external agencies – we have access to a councillor from Alliance Psychological Services, who provides weekly support for some pupils/families, in school;
- Implementation of a behaviour plan;
- Investigating options for alternative provision (dependent upon criteria, availability etc.);

Any approaches used will be reviewed regularly and adapted as necessary.

Specifically we pay reference to statutory guidance:

'Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. '

Bullying

We have an agreed definition of Bullying which is regularly discussed with all pupils and is a focus of our annual anti-bullying week work (in November).

Taken from 'Bullying Matters' by Noreen Whetton:

Defining bullying with key stage 1 children

It is bullying when people:

- Hurt others on purpose - especially by hitting or kicking
- Say they will hurt other people
- Tease others unkindly
- Call people names
- Take other people's things, spoil or throw them away
- Say unkind things about others, whether true or not
- Prevent others from joining in their work, play or group activities

It is not bullying when people:

- Hurt others by accident
- Don't know other people want to join in
- Ask others to wait their turn
- Want others to go by the rules
- Borrow or use other people's things without asking especially if they do not realise the things are not for general use

Defining bullying with key stage 2 children

It is bullying when people:

- Deliberately hurt others time after time, especially when people are unable to defend themselves
- Tease others especially when the person getting teased begins to feel unhappy about it
- Call others names, especially when the names are about how people look e.g. race, colour, appearance, culture, gender, ethnic origin, or any form of disability
- Threaten that they will hurt others
- Try to take other people's possessions or money by force
- Demand that others give them money or possessions
- Force others to do things they know they should not do
- Hurt others physically
- Spoil, damage, take, or throw away other people's belongings
- Leave people out of play, groups or other social activities deliberately and frequently
- Exaggerate tales or spread rumours particularly when meaning harm to the person
- Act maliciously towards others, openly or by stealth
- Make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate them

It is not bullying when people:

- Borrow things and forget to return them
- Ask if they can join in
- Call people by a name they are happy with
- Hurt others accidentally
- Give good reasons why others cannot be included in a group activity

Incidences of bullying are dealt with very seriously and in accordance with the school's Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary using the protocols as recommended by the Local Authority.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated. All such incidents are recorded and acted upon, involving parents as appropriate.

In the Playground

At lunchtimes and playtimes, our staff's main purpose is to keep our children safe and following the Golden Rules. For 'unacceptable' behaviours the lunchtime staff may refer to the senior midday supervisor, if they feel this is necessary. Such incidents must be reported to the class teacher or senior leaders, as appropriate. If the matter is 'dangerous/severe' the child(ren) should be taken into 'Lunchtime Club' where staff will then assess/deal with the incident.

Resolving problems

Being fair is of utmost importance. Following an incident, staff must ensure they have listened to all sides and sought witness accounts where possible. All incidents should be dealt with in line with the overarching school ethos of respect. The principle should be that the child causing harm is held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual/property;
- Recognising the need to take action, to begin to repair the harm caused;
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

This approach is used in conjunction with – not in place of – sanctions.

Screening and Searching

Yarm Primary staff reserve the right to screen all children for banned/inappropriate objects – this may involve asking them to turn out their bags or searching children's trays (for more detailed information on the legal position see Appendix 4) .

Use of Physical Intervention

At Yarm Primary we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage this safely and confidently. For a very small number of children the use of restrictive physical intervention may be needed (for more detailed information on the legal position see Appendix 4). Refer to Appendix 5 from Team -Teach training manual.

Exclusion

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Head teacher or in his/her absence a designated representative e.g. Assistant Head teacher. Where exclusion is used the school conforms to the Trust, LA and DfE Guidance; specifically 'The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.'

And with reference to the new Ofsted handbook:

We also consider: whether 'reasonable adjustments' are made for pupils with behavioural, social or emotional difficulties, or identified disabilities such as autistic spectrum disorders (ASD), to help them to be included in school (a requirement of the Equality Act 2010), or whether exclusion or other sanctions are the only or main response to their behaviour.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. Yarm Primary cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school.

Please refer also to appendix 6 for an LA view

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Authority Designated Officer (LADO). (See Appendix 3 for further information)

Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children and staff feel safe and welcomed in the school;
- All children, staff, parents/carers and all associated adults know and understand the Golden Rules and adhere to them;
- Expectations and standards of behaviour are consistently high;
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development;
- Children and parents feel that the school deals effectively with unacceptable behaviour;
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promotes a positive approach;
- Visitors are made to feel welcome by children and staff.

Communicating the Behaviour Policy

The Behaviour Policy is circulated to parents (in a summary form) and staff and discussed with the children at least annually. It is available on the school's website and main Reception area in paper form, on request. Any parent wishing to see the full policy can request it from Reception.

Staff training

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those facing challenges. All new staff are supported in developing their understanding and practice around the Behaviour Management Policy as part of their induction.

Strategies for children in transition

New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first week of school in a positive manner. The class teacher is responsible for ensuring that new children understand and follow the Golden Rules and are aware of the systems for rewards and sanctions.

Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Head teacher);
- Analysis of tracking data for individual children and for cohorts;
- Analysis of exclusions data;
- Termly monitoring procedures by the Standards committee;
- The School Improvement Plan (SIP), which is used for planning and monitoring provision within the school;
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys).

Appendix 2

Yarm Primary Behaviour Descriptors Grid

This grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, circle time, and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines. We aim to achieve a balance between achieving 'rewards' and demonstrating growing understanding of excellent behaviour because it's the right thing to do.

Expectations and consequences will be displayed in classrooms (using age appropriate language).

The behaviour we expect/positively promote at Yarm Primary:	Good behaviour is predominantly recognised with praise. Other 'recognitions' may include:
Children should follow The Golden Rules.	Children 'earn' Golden Time in line with agreed principles.
Children follow instructions the first time.	Praise, Self-satisfaction in achieving targets, Stickers, 'Earning' additional Golden Time, Team Points, Raffle tickets, Recognition in year group assembly, SHINE. Sharing 'Good news' with parents/carers, Involving senior leaders – stickers, certificates, 'dippy box', Variety of celebratory events e.g. Oscar's night, Catch-up tea party, 6 th formers evening etc. Displays of work to parents/community e.g. Year 4 'gig', Art Gallery, Year group assembly. Star of the day/week.
Children walk quietly and sensibly around the school building.	
Children dress smartly and look after equipment and belongings following (age appropriate) ways.	
Children are co-operative in lessons.	
Children work hard in lessons to complete learning tasks and achieve targets.	
Children carry out responsibilities reliably.	
Children work hard to manage conflict.	
Children show good sportsmanship and co-operation.	
Children try to remain calm and patient even when things are challenging.	
We aim for consistency across school, taking into account the 'age and stage' of the individual child.	

The behaviour we do not accept at Yarm Primary:	The majority of inappropriate behaviour falls into the category of 'minor' and is in relation to the Golden Rules – breach of these, results in sanctions around losing portions of Golden Time, in line with agreed principles.
Goading or provoking others and deliberately getting other children into trouble (including teasing and spoiling work).	Positive reinforcement. Warning (yellow card). Discussion around choices & consequences – including opportunity to 'put things right' (What happened? What rule did you break? Who has been affected?)
Not managing temper appropriately.	

Being disrespectful.	<p>What do you need to do so things can be put right?)</p> <p>Move away from others.</p> <p>Discuss behaviour with another staff member/senior leader (dependent on severity of behaviour).</p> <p>Miss playtime – in order to reflect.</p> <p>Move down Golden Time chart.</p> <p>Parents informed as appropriate</p> <p>Exclusion at discretion of Head teacher</p> <p>All sanctions will be age and action appropriate.</p>
Using inappropriate language (including racist language) or calling other children names which upset them (including behind a teacher's back).	
Disrupting lessons and preventing others from learning.	
Negative peer pressure.	
Refusing to comply to instructions after a warning (yellow card) and encouragement.	
Bringing the school into disrepute.	
<p>We see the following as dangerous/Severe behaviour:</p> <p>Any act which puts other people at risk either physically or emotionally.</p> <p>Aggressive actions e.g. shoving, kicking or punching in ways which are likely to injure others at any time (including fighting).</p> <p>Violent outbursts of temper in lessons or playground.</p> <p>Using inappropriate language directly at members of staff or verbally abusing them.</p> <p>Misusing objects or equipment in ways which put others at risk.</p> <p>Running out of lessons or attempting to leave the premises, without permission.</p> <p>Deliberate, sustained, vindictive bullying/victimisation of another person (Including racist incidents).</p> <p>Wilful damage to property or the work of other children.</p>	<p>Senior leaders to be informed and to deal with the incident (restorative approaches to be used).</p> <p>Parents to be notified.</p> <p>These actions to be timely in relation to the 'event(s)'.</p> <p>We acknowledge that some children have additional needs which may cause them to behave 'beyond' the general and this will generally be being managed through an individual behaviour plan.</p> <p>However, certain behaviours are not tolerated and could lead to a severe consequence such as exclusion.</p>
<p>On some occasions it may be appropriate for a child to have 'Time Out' either during a lesson or play time. In class, this may mean sitting away from the others for a few minutes, working at a different desk or going to another area e.g. the Oasis, to provide some reflection and 'calm down' time. However, our main goal remains to be inclusive.</p> <p>If the child will not co-operate and leave the classroom when asked, another member of staff is called (in certain circumstances we have a walkie talkie system and work in staff teams to support best outcomes for individuals and groups of children).</p> <p>At lunchtime, children may be asked to come off the playground to go to Lunchtime Club, which is staffed throughout the lunchtime period. Class teachers/Senior staff are informed of any incidents as appropriate.</p>	

Confiscation of inappropriate items

What the law allows:

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

- 1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) 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. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 2) **Power to search without consent** for “prohibited items”⁶ 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 legislation sets out what must be done with prohibited items found as a result of a search⁷.

31. Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

32. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

What is reasonable force?

- 1) 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.
- 2) 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.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) 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.
- 5) 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.
- 6) 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?

- 1) All members of school staff have a legal power to use reasonable force².
- 2) 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.

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.**

Preventing And Tackling Bullying

Amanda Spence

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WHAT DOES THE LAW SAY AND WHAT DO I HAVE TO DO?

THE EDUCATION AND INSPECTIONS ACT 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying in particular section 89 of the Education and Inspections Act 2006:

- *provides that every school must have measures to encourage **good** behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to **all** pupils, school staff and parents;*
- *gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of staff.*

THE EQUALITY ACT 2010

- The new Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

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

Schools are now required to comply with the new Equality Duty.

- The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.
- In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is **'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'**. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known to be false by the sender.

BULLYING OUTSIDE SCHOOL PREMISES

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Please refer to the following documents (to be found in the Behaviour file in the staffroom):

- Use of reasonable force
- Screening, searching and confiscation
- Behaviour and discipline in schools
- Preventing and tackling bullying
- Dealing with allegations of abuse against teachers and other staff
- Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties
- Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders
- Improving behaviour and attendance: guidance on exclusion from schools and pupils referral units

Appendix 6

Taken from 'Getting the Simple things right: Charley Taylor's behaviour checklists.'

Dfe 2011

Key principles to help improve school behaviour:

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.