

KINETON GREEN PRIMARY
SCHOOL



BEHAVIOUR POLICY

March 2022

Review 2023

KINETON GREEN PRIMARY SCHOOL

BEHAVIOUR POLICY

Rationale

- Teachers have power to take action, which may include taking disciplinary action against pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- The Headteacher and governing body will ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- The Governing body has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Provide an overview of and explain powers that members of staff have to discipline pupils.

Key Purpose

This policy has been developed to provide a framework which enables the school to manage pupils' behaviours in a way that is fair, reasonable and proportionate. It provides an approach to enable the Head teacher / school leaders to act in a consistent way but in taking decisions and action, have regard to the individual circumstances and merits of each case. It is important that we strike a balance between the need to address inappropriate behaviour with offering support and direction to change one's behaviour.

The purpose of our behaviour policy is to:

- help create the supportive and secure environment within which all children can become successful learners and achieve their potential.
- support the development of learning skills, enthusiasm for learning and lively, enquiring minds.
- promote good behaviour, self-discipline and respect between pupils, teaching staff, other school employees and visitors.
- promote the school values of the '5 Bees.'
- develop independence, self-esteem and self-confidence together with self-discipline.
- encourage respect and responsibility for the school environment and the wider community.
- prevent bullying and criminal behaviours or acts.
- foster a sense of co-operation and acceptance of others.
- regulate the conduct of pupils.
- ensure pupils complete work.
- encourage a partnership in promoting learning with parents.

Aims

1. The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
 - prevent bullying and criminal behaviours or acts;
 - ensure that pupils complete assigned work; and regulate the conduct of pupils.
2. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with and seek the support of other local agencies to assess the needs of pupils' who display continuous disruptive behaviour;
 - pastoral care for staff accused of misconduct.
 3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
 4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
 5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
 6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Teachers' Powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.

- Teachers can confiscate pupils' property.
- Disciplinary action will be taken against pupils found to have made malicious allegations against school staff.

Eleven Key Aspects

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition;
10. Organisation and facilities;
11. Early Help.

Equality Act 2010

Refer to schools' Legal Duties under the Equality Act 2010 in respect of safeguarding, protected characteristics and in respect of pupils with SEN. Further guidance is available in the school's safeguarding policy.

We aim to do this by:

1. Taking a consistent approach in the classrooms in which:

- the children have opportunities to manage and care for themselves, their work, environment and resources. Children are expected to tidy up their own activities and general work areas. Independence is encouraged throughout school. Work approaches e.g. emergent writing support this independence. Praise and responsibilities are offered for efforts.
- praise is consistently given for good learning and for personal skills and qualities. The expectation is that teachers will use a 3:1 ratio of positive praise and reinforcement to non-constructive comments. Key Stages have a system appropriate to the age of the children e.g. individual/group rewards. Across the school all pupils are a member of one of four house teams, individual house points go towards a weekly team total for which a house cup is awarded and a shield annually. Verbal and written comments on work which praise or challenge are an integral part of the marking process.
- there are frequent opportunities for children to work with each other, teaching staff, students, parents and others. A mixed approach which makes the most effective use of paired/group/whole class organisation is encouraged. Parent, student and governor work in school is encouraged. Members of the wider community are invited to share

interests and the school becomes involved in local projects where appropriate.

- each class agrees and displays class rules which have a common school theme expressed in age appropriate language.
- each class will have a 'class reward' chart linked to a class behaviour target (changed termly or half termly if applicable) where the class can earn 'class points' which will be displayed on a 1-20 number track. On reaching 20 the class will earn a class reward.
- there are regular contacts with parents who are encouraged to take an active role in helping children grow as learners.
- The school has an "open-door" policy encouraging informal or more formal dialogue as needed.
- Parents evenings are held regularly.
- A home school diary for reading is established throughout the school.
- Curriculum workshops and events are designed to involve and inform parents.
- Information is provided about class routines and ways in which parents can support their children.
- Regular newsletters inform parents of events and activities in school.
- the school has in place the home/school partnership agreement which is offered for parents to sign as their child enters school.
- inappropriate behaviour is dealt with consistently, constructively and in a staged way, following the known sanctions or IBP (Individual Behaviour Plan) if appropriate.
- Teachers will be expected to use 'good' classroom management skills (including call backs)
- A reminder to the child of the rule they are breaking and give visual and verbal cues before the procedures below are enforced.

2. Having clear policies and practice for behaviour beyond the classroom detailing:

- use of the school 'Respect Charter.'
- how children move around the school;
In corridors and communal areas children are expected to walk and move or work quietly.
- how they behave and are helped to behave at the beginning and end of the day;

Staff are in classrooms to welcome children. Staff supervise children leaving the premises. Children are expected to collect belongings sensibly and the process is organised to permit access in confined spaces. The time given to departure reflects the age and capabilities of the children. Children are reminded of rules of arrival and departure as necessary.

- how they behave and are helped to behave at playtimes and lunchtimes;

Lunchtime supervisors share expectations, give rewards or use sanctions in line with the teaching staff, who support their work. Children are

encouraged to use toilet areas sensibly and hygienically before going out to play to avoid re-entry into school. Play activities are encouraged to keep play positive and children are encouraged to solve their own issues using conflict resolution procedures. Rules of playground are known by all:

- stay within sight of teacher/adult
- encourage others to share games
- be kind to all - treat others as you like to be treated
- stand still when bell rings and listen to instruction
- how children use the library and outdoor play equipment

Children are trusted to use equipment in these areas carefully and appropriately. They are expected to accept turn taking readily.

3. Having an ethos which illustrates and fosters good behaviour and important personal skills and qualities to include:

- the way in which all members of the school community behave with each other, respect each other and value each other;
- using assemblies and other events to make explicit the values we believe in;
- giving clear and valued responsibility to children and to all who work in partnership with the school.

Children in all classes have shared responsibility for all aspects of the school. Individuals are given responsibility within the wider school environment, appropriate to their maturity. Year on year this responsibility grows and children also have the opportunity for making the most of extracurricular activities and clubs.

Parents support and are involved in the organisation of various activities. Representatives of different faith groups meet with the children for some special assemblies and other activities supporting the curriculum and school life.

- a reward system which is consistently applied, which makes clear the learning and behaviour that is being rewarded.

Staff make explicit either verbally or in written form (Gold Book) exactly why children are rewarded. Rewards given are earned and never removed. Stickers, praise - verbal and written, responsibility and individual house points are awarded in each class. The individual house points also go towards a weekly total for their school house team, the house cup is adorned with winning team's coloured ribbons. An annual total is calculated and the winning house team has their name engraved on the house shield.

The Gold Book celebrates weekly two children from each class who have been noted giving effort to their learning or demonstrating particular laudable behaviour. Gold Book stickers are awarded alongside, and parents are invited to read the entry in the Gold Book. Details are shared

with all school members at the “Celebration Assembly” on Fridays and through the fortnightly school newsletter.

The Red Ribbon is awarded on a weekly basis as a class team reward for noteworthy effort or behaviour.

4. A Programme of Personal and Social Education which:

- Is based upon the school's, 'Five Bees.' • follows the 'Jigsaw,' scheme of work.
- begins and ends with self-esteem;
- identifies skills and qualities to be developed and opportunities to explore values and attitudes;
- addresses learning skills in a systematic way, linked to individual targets for children:
- deals with relationships at the personal, school, family and community level.

Behaviour

What the law allows:

1. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
2. To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
 - The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equality and human rights) and it must be reasonable in all the circumstances.
3. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
4. The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
5. Corporal punishment is illegal in all circumstances.

School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools'

safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary (including seeking advice, guidance and support from the police in the case of criminal behaviour, and the youth offending service as required).

Behaviour and Sanctions

1. The behaviour policy will be consistently and fairly applied, underpinning effective education. School staff, pupils, parents and volunteers should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy will be supported and backed-up by senior staff and the head teacher.
2. The school encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
3. School will have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.
4. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with this policy. These should be recorded, where appropriate, using the school CPOM system. School will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:
 - A verbal reprimand.
 - Extra work or repeating unsatisfactory work until it meets the required standard.
 - The setting of written tasks as punishments, such as writing lines or an essay.
 - Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
 - Missing break time.
 - **Detention** – (see further information below in this policy).
 - School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing any mess caused.
 - Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
 - In more extreme cases school may use **temporary or permanent exclusion** (see further information below in this policy).
 - Use of restraint when a pupil is in endangering themselves other pupils or staff. Here, wherever possible, Team Teach techniques will be used by appropriately trained staff and recorded on CPOMs.
 - Where a crime has been committed the police must be informed, this includes serious violent incidents.
 - Use of **restorative justice** (see further information below in this policy).

Current Behaviour Sanctions:

KS1 and KS2

1. Warning
2. Final warning – **Red Zone 1**
3. Time out – **Red Zone 2**

The child should be removed from the situation and age appropriate time out given (if a pupil is stopping the teacher from teaching and others from working) The child should sit on a 'time out table' in the classroom for 10- 30mins or sent to another classroom for a maximum of 30 minutes (with work)

Pupils should not be sent to stand in the corridor.
4. Loss of privileges - **Red Zone 3.**

The child will complete a 'think sheet,' (*appendix 1*). A copy will be made and given to the phase leader and the original sent home.

If the loss of privilege is the pupil's play time, the child will stand in the playground time out zone (they do not have to face the wall). If the child makes poor choices in the time out zone then they should be sent in, to sit outside the staffroom.
5. Sent to see the head teacher.
6. Fixed term or permanent exclusion.

FS1 and FS2

1. Warning
2. Final warning (age appropriate) – place child's name on **Red Zone1**
3. Time out - place child's name on **Red Zone 2.**

Pupil is asked to sit by their teacher or sent to another class teacher for max 5 or 6 minute (depending on the age of the child)
4. Sent to see the head teacher.
5. Fixed term or permanent exclusion.

For all pupils:

It should be made explicit to the pupils that the following behaviour is unacceptable and may result in an exclusion. Actions which the pupils carry out with intent to cause injury:

- Kicking, punching, head butting, spitting, biting or swearing

It should be made explicit to pupils that other behaviours such as racist comments or insults are not acceptable or acts of bullying.

The phase leader will check the 'think sheets' and will pick up any pupils occurring regularly. The phase leader will discuss with the class teacher to identify possible triggers/alterations to classroom practice and will have a discussion with the pupil.

Dependent on the severity of incidences staff may proceed directly to an appropriate sanction.

All staff are aware of the sanctions list outlined in the staff handbook.

Current Behaviour Rewards:

Individual:

- Dojo points - electronic
- Class zone board.
KS2 - bronze, silver and gold stickers daily
KS1/FS - super sparkly, sparkly and smiley
- Termly certificates - bronze (100 Dojo pts), silver (125 Dojo pts), gold (150 Dojo pts) and platinum (400 Dojo pts) annually
- being sent to another member of staff or head teacher to show good work
- Gold Book
- Bees Award (weekly) and Bees Knees Award (termly).
- Raffle tickets can be given by staff at break times to go into the weekly 'Lucky Draw' (Infant and Junior boxes.)

Class:

- Dojo points go towards the weekly team cup • class points and associated rewards • red ribbon.

Please remember to give out house points/class points regularly alongside stickers for pupils and in books. Pupils should not really be reaching their platinum reward until Summer 2.

Behaviour Procedures for Lunchtime

Rewards:

- Raffle tickets to be given out to pupils displaying good behaviours and seen to be making good choices. The raffle tickets to be placed in the 'Lucky Draw' drawn weekly.

Sanctions:

1. Dinner supervisors to give an initial reminder about making good choices.
2. Dinner supervisors to give a formal warning.
3. A second formal warning is given and the pupil receives a time out. During or after this time a member of staff will talk to the pupil about good choices to use in future.
4. Pupil to have a time out for the rest of the lunchtime supervised by the senior dinner supervisors (junior or infant playground respectively.)
5. A red card will be given and the pupil will miss their next lunchtime session. Reception children will miss the rest of the lunchtime remaining that day.

Procedures:

- The Dinner Supervisors to complete lunchtime red cards (*appendix 2*) and give to the Senior Dinner Supervisor. The lunchtime red card (*appendix 3*) will be supervised by SLT and volunteers from the teaching staff in their classroom or another appropriate room. The number and type of red cards given will be monitored termly by the Senior Dinner Supervisor and SLT/HT.
- If a pupil is regularly missing lunch time then a letter will be sent home informing parents and a discussion will take place to decide and put in place strategies to help the pupil successfully integrate during this time.
- Teachers to pre-warn the Senior Dinner Supervisor if a child has had a bad morning session.

Exclusions

Exclusions should be administered in line with local and national guidance on exclusions:

Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (DfE,2012)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

SMBC Exclusions Documents

<https://extranet.solgrid.org.uk/management/exclusions/Shared%20Documents/Forms/AllItems.aspx>

School leaders will ensure clear oversight and analysis on both fixed and permanent exclusions, and be mindful of the Equality Act (2010), particularly:

- repeated use of fixed term exclusion
- pupil groups disproportionately excluded

Power to use reasonable force

Specific advice is available in “Use of Reasonable Force – advice for school leaders, staff and governing bodies”

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Members of staff have 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

<https://www.gov.uk/government/publications/searching-screeningandconfiscation>

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Seclusion/isolation rooms/internal exclusion

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

Restorative Practices

Restorative practice is an approach commonly used within criminal justice system, known as restorative justice, to repair the harm caused between an offender and victim that empowers the victim to have a voice. The approach enables victims to highlight the harm caused by the perpetrator and discuss with them the impact the harm has had on them and their nearest. A restorative approach creates an ethos of respect and accountability and is based on the belief that the people directly involved in the problem are best placed to resolve it and more importantly, that imposed solutions are less effective than those agreed by the parties involved. This discussion can be facilitated through a range of methods including, through correspondence such as letters or emails, shuttle mediation and/or face to face mediation, to name a few.

In schools, restorative approaches can be used as a tool to manage conflict resolution that can be as simple as a restorative conversation or discussion, an adaptation of circle time or problem solving groups as well as the more formal restorative conferences, family group conferencing and mediation that we often hear more about.

The [Restorative Justice Council](#) sites many advantages of schools implementing restorative practices including increase in attendance, reduction bullying, reduced exclusions and increased achievement, in addition to reduction in incidents of anti-social behaviour. This is supported by the findings from the Youth Justice Board funded restorative Justice in Schools projects which noted improvements in students' attitudes in schools as measured by self-report survey in nine YOT areas in England and Wales. School staff also believed restorative justice helped improve the school.

To ensure the success of implementing restorative practices in schools the school must ensure they adopt a whole school approach where by the entire

school accepts and supports the principles of restorative practice. This means that teachers, governors, staff and pupils all take part and work to provide teacher and pupil satisfaction, improved communication and co-operation and often increased academic progress.

Restorative approaches and practices in schools generally comprise of:

- Regular class and staff circles for community building and problem solving
- Whole school conflict resolution programmes
- Peer mediation for pupils and teachers
- Restorative language used by all adults
- Restorative meetings (mediation and conferencing) to resolve challenging issues

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”⁷ – Section 90 of the Education and Inspections Act 2006. – see paragraph 9

Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Any criminal behaviour should be reported to the police.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil 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.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

Teachers have a power to issue detention to pupils (aged under 18).

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent;
- b. weekends - except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Leadership and Management of Behaviour in Education

Effective leadership and management of behaviour is crucial in securing an orderly and well-behaved school. Leaders need to ensure:

- there are clear systems in place which are rigorously adhered to and consistently applied.
- all staff are fully briefed on the behaviour policy and what it means in practice.
- staff know who to go to if they need support, and how to escalate a behaviour concern within the organisation if it is not being addressed.
- all pupils and their parents need to know about the behaviour policy, particularly rewards and sanctions, including exclusion.
- clear oversight of all behaviour incidents, through effective analysis and evaluation, monitoring of systems and processes; all part of school self- evaluation processes, and reported to governors
- work closely with the designated safeguarding lead, the special educational needs lead and the attendance lead as required to ensure a whole child overview is maintained, and consistency in support and planning
- liaise with other agencies including mental health, youth inclusion support service, as required
- early help is provided to support pupils with behaviour difficulties, and that there is clear oversight of this work, within the Solihull multi-agency threshold criteria, so that there is no drift and delay, and interventions are timely and effective
- the police are contacted in the event of a crime being committed, including serious violent incidents
- appropriate risk assessments are put in place following any violent incident to ensure the safety and well-being of staff and pupils

We also need to be mindful of the need to protect the well-being of teachers and non-teaching staff, and provide support, advice and guidance to them when they are involved in a behaviour incident which they find stressful, upsetting, or have been injured. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. This could include:

- Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work related stress risk assessment.

- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@cic-eap.co.uk, well-online.co.uk - username: sbclogin
Password: wellbeing
- Referral to Occupational Health for one-to-one counselling.

In the event of a violent incident the violence and aggression at work policy <http://intranet/Coledocs/Healthandsafety/PoliciesGuidance.aspx> and risk assessment should be followed.

School also has access to the following services provided by the local authority:

Early Help

Early help is a way of supporting children, young people and their families to avoid problems, or to deal with them before they get worse. In the context of this policy, early help to support children and young people with behaviour concerns will take on a range of forms. Everyone has a role to play in providing early help. Solihull LSCB thresholds document defines early help at level 1 (universal services), level 2 (with one other agency) and at level 3 (multiagency). Early help pathways for challenging behaviour, gangs and knife crime, drugs and alcohol, anti-bullying including cyber-bullying and teenage relationship abuse can be used to support the school.

Engage

Solihull's Engage Service provides integrated support to children, young people and their families. The service is there to offer practical advice, support and direct case work to prevent issues escalating and requiring statutory intervention. This service brings together direct work, community provision and community capacity building across five collaboratives in a needs-led, flexible and coordinated approach. The model has been developed to ensure long term sustainability and community empowerment, with an aim for families to be helped at the earliest point, improving children and young people's life chances and reducing demand for crisis services. <http://socialsolihull.org.uk/earlyhelp/>

Youth Offending and Prevention Service

Solihull's Youth Offending and Prevention Service (YOPS) provide a service to young people at risk of offending and for young people who have offended and are in receipt of an order.

The service offers preventative support as part of their early help offer. The service provides support to young people at risk of offending through one to one work and or group work that includes:

- Crime prevention programme
- The criminal justice process
- Weapons and knife crime programme (in conjunction with the police)
- Police Powers – Stop and Search (in conjunction with the police)
- Hate Crimes
- Consequential thinking
- Driving Offences

Referrals for one to one preventative support can be made by any person in any agency, including parents, carers and young people. Criminogenic factors must be apparent when requesting support and consent must be gained prior to making a request. If there are no criminogenic factors present then support can still be accessed via the Engage team. The referral criteria for support is as follows:

Young people between the ages of 8 and 17

who

- are already offending but who have not been arrested or charged

or

- are engaging in anti-social behaviour and
- known to one or more agencies *and* are exposed to four or more of the following risk factors:
 - living in a deprived household
 - inconsistent parental supervision
 - parents/carers failed to show care
 - difficulties with educational provision
 - not using leisure time constructively
 - associating with pro-criminal peers
 - engaged in reckless activities
 - impulsive
 - easily bored
 - lacks understanding of the consequences of own actions

Parent/carers or agencies are required to complete the YOPS referral form and send to SolihullYOS@solihull.gcsx.gov.uk.

Upon receipt the referral will be screened for suitability and the referrer will be contacted within 5 working days to inform them of the outcome of the referral. Prior to the case being accepted it may be necessary for further checks to be undertaken, in which case the referrer will be contacted.

Police School Liaison Officers (SLO)

All schools should know their local police team and will have a local police officer allocated to them. Paying consideration to the fact that children and young people in need of early help often have direct or family contact with the police, school staff may wish to consider information sharing with their local School Liaison Officer (SLO) in order to support any referral into services or support the school in managing behaviour. If schools are not aware of who their local officer is they may contact the Solihull Police Partnership Team for contact details on partnerships@west-midlands.pnn.police.uk

Hate Crime

Hate crime is defined as any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a personal characteristic.

If the action is possibly not a criminal offense, but otherwise meets the hate crime definition, it is referred to as a 'hate incident'.

Traditionally the focus has been on race motivated hate crime but over recent years has broadened to include:

- disability
- sexual orientation
- faith
- gender identity
- age

Guidance to support the delivery of the personal, social, health and economic curriculum in educating against hate can be found at

<http://educateagainsthate.com/>

Although the reporting of a crime must occur via the above, schools should consider informing their local School Liaison officer should support need to be offered to victims, staff or the school.

If victims of a hate crime do not feel able to report to the police they should be encouraged to report the crime anonymously through the True Vision website here <http://report-it.org.uk/home>

Confiscation of inappropriate items

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 teacher, staff and governing bodies"

8 Section 94 of the Education and Inspections Act 2006

9 Section 550ZA(3) of the Education Act 1996

What the law allows:

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

(1) The **general power to discipline** (as outlined in key points on page 4 of this document) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully ⁸. 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" ⁹ 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; and
- 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 search.

Weapons and knives and extreme 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.

School staff should be aware that viewing and forwarding pornographic material of any child under 18 years constitutes an offence. If there is a suggestion that images of a child exist on a device, the device should be seized by school staff, securely stored and the incident and presence of the images should be reported to the police immediately on 101. Staff should not tamper in any way with the device, including turning it on or off.

Associated Resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-forceinschools>
2. <https://www.gov.uk/government/publications/searching-screeningandconfiscation>
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-0to-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-inschoolschecklist-for-teachers>
7. An Independent Review of Behaviour in Schools by the DfE's behaviour 'expert', Tom Bennett
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)
8. DfE report about behaviour management case studies in outstanding schools
<https://www.gov.uk/government/publications/schoolbehaviourmanagement-case-studies-report>

Appendix 1

KINETON GREEN PRIMARY SCHOOL

THINK SHEET

Date _____

Dear Parent / Carer

Your child's choice of behaviour has resulted in them being moved down to Red Zone 2, as their behaviour has had an impact upon either their own learning or of others around them.

As part of their consequence they have had time out and been asked to complete a "Think Sheet" about their behaviour. We are sending this home for you to review with them and so you are aware of the reason for their time out.

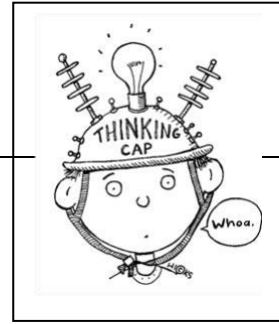
Please sign to acknowledge you have received this sheet and return it to school tomorrow.

Many thanks

Class teacher

Parent / Carers signature _____

Think Sheet



What have you done?

What effect has this had on others?

How can you put it right?

Name _____

Date _____

Appendix 2

KINETON GREEN PRIMARY SCHOOL

BEHAVIOUR INCIDENTS: Lunch Time Red Card

Child's Name :

Class:

Date:

To be filled in at the end of the lunchtime period.

What was the child red carded for? (please tick)

kicking

punching

spitting

biting

disrespect

swearing

other

What sanctions were used prior to the red card? (please tick 1 or more as necessary)

1. Initial reminder of good choices

2. Formal warning:

3. Time Out (5 minutes):

4. Time Out for the remainder of lunchtime:

5. Red card:

Report of details causing concern: including anything that may have started it or any other children involved.

Signed _____ Position _____

Appendix 3

Lunchtime Red Card

Why did I get a lunchtime red card?

Why did I do this?

What better choices could I make next time?