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## BEHAVIOUR MANAGEMENT POLICY

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### 1 INTRODUCTION & AIMS

This policy relates to all sections and activities of the school e.g. Senior School, Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs.

We expect a high standard of behaviour from pupils, staff, parents/carers and visitors; all members of Red House School are expected to treat each other with courtesy, respect and consideration. In this way, we aim to create a positive and productive working environment in which all pupils are able to fulfil their academic and social development in a pleasant, industrious and stimulating atmosphere. The Behaviour Management policy provides guidelines for both staff and pupils to help to ensure that the School community is run in an effective and positive manner.

As a school, we acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). This policy should be read in conjunction with the SEND, Anti Bullying and Pastoral policies.

#### **As a school:**

- we are committed to ensuring that all members of staff are trained in the positive management of behaviour
- we strive to create a stimulating, orderly and secure environment, following the Department for Education's advice for headteachers and school staff on behaviour and discipline in schools (Jan 2016)
- we seek to promote an environment at Red House that encourages and reinforces good behaviour and a positive work ethic
- we strive to develop consistency amongst staff in their approach to behaviour issues
- we seek to promote and develop positive personal relationships between all members of our community, based on creating a safe and healthy environment focused on cooperation, mutual respect and teamwork
- we encourage a caring and responsible attitude towards the lives, opinions and property of others
- we recognize that the positive management of behaviour forms a solid foundation for the delivery of effective teaching and learning
- we encourage behaviour that acknowledges the well-being and the health and safety of others
- we promote respect for others and make clear our intolerance of bullying and harassment.
- we promote the importance of self-discipline, to encourage a respect for authority among pupils and to teach them the difference between right and wrong

The principles underlying this behaviour policy are based on respect; respect for self and others; respect for the environment; respect for the community.

#### **The School's Code of Conduct:**

The School's Code of Conduct is based upon mutual respect between pupils, teaching staff and all other members of the community. All members of the Red House community have the right to expect a well-ordered environment that is conducive to learning. This right can only be provided when all members of the community accept their obligation to honour the Code of Conduct.

#### **The two main principles are:**

- everyone has the right to be treated with respect and to work in an environment that is calm, safe and secure.
- everyone is expected to make the most of their time at School.

#### **Everyone has the right to be treated with respect and to work in an environment that is calm, safe and secure**

This means:

- showing respect for all members of the school community.
- being courteous and considerate to each other and to staff (e.g. addressing staff by their appropriate title, and behaving appropriately at all times).
- showing tolerance and sensitivity to the feelings of others.
- caring for all members of the School community, for the buildings, books and equipment, and for the quality of the environment.
- being honest.

- not saying or doing anything that is unkind and could be considered as, or encouraging, bullying.

### **Everyone is expected to make the most of their time at School**

This means:

- completing all work and homework on time and to the best of your ability, so that your full potential is reached.
- arriving promptly to lessons with all the equipment that you will need.
- participating fully in lessons but making sure that your behaviour does not prevent other pupils from being able to participate.
- behaving on School trips and at School events in exactly the same manner as if you were at School.

## **2 IMPLEMENTATION OF THE POLICY**

The School's Code of Conduct is displayed in all the form rooms and pupils in Senior School also have a copy in their Pupil Planner. This gives some general expectations regarding the standards of behaviour and attitude within the School. In addition, a number of specific issues relating to presentation of appearance and of work, use of computer facilities, classroom rules and rewards and sanctions are covered in separate sections in the Pupil Planners, and are present in an appendix to this policy.

## **3 THE JUNIOR SCHOOL CODE OF CONDUCT**

At the Junior School and when we visit other places, we:

- are honest
- respect others
- think of others
- always do our best
- take care of school equipment
- take care of our things

Children must not say anything that hurts other people's feelings or do anything that hurts other people's bodies.

In addition to the Code of Conduct, we have the following expectations of pupils:

### **Appearance**

- Pupils should wear their uniform correctly and with pride.
- Hair must be tidy and children must tie long hair back (up to the end of KS2).
- No jewelry should be worn.
- No nail varnish should be worn.
- Pupils should change into their training shoes to go outside at break.

### **Behaviour**

Pupils should:

- put their hand up when they wish to speak.
- listen to instructions in silence and follow them promptly.
- walk around School and in the courtyard.
- only bring a healthy snack to eat at school.

### **Bullying**

Bullying is not accepted. All pupils should enjoy their time at school and feel safe. Pupils should tell an adult if they see/ hear anyone upsetting another pupil. The adult will then deal with the issue in accordance with the School's Anti-Bullying policy and the School Anti-Bullying Code of Conduct.

### **Other Behaviour**

Subject to the guidelines in this policy, the School may discipline a pupil for inappropriate behaviour when the pupil is:

- travelling to or from School or
- wearing School uniform *or*
- in some way identifiable as a pupil at the School

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

## **4 SENIOR SCHOOL CODE OF CONDUCT**

In addition to the Code of Conduct, we have the following expectations of pupils:

### **Behaviour in the classroom**

Pupils are expected to:

- be punctual to lessons so that the lesson can start promptly
- be prepared for the lesson by bringing the correct books and equipment and ensuring that you have completed relevant work for the lesson
- treat teachers and other pupils with respect by being polite, thoughtful, and by using appropriate language and tone of voice

- participate fully in lessons and make sure that their behaviour does not prevent other pupils from being able to participate
- stand up when a member of staff or a visitor enters the class or form room
- raise a hand to gain attention and only speak when invited
- stay in their allocated seats or workspace, unless given permission to move
- listen in silence when the teacher is giving instructions and follow them promptly.

### **Behaviour within School**

Pupils should:

- report to the Senior Hall if they arrive between 7.30 and 8.15, and follow the instructions of the supervisor or member of staff present. If they arrive after this time, they should report to the Astro area, unless told otherwise by a member of staff
- hand all medication brought into the School directly to the School Office. (See Medical Policy for further elaboration)
- walk quietly around the School; you must not run.
- not bring the following items into School under any circumstances: alcohol, illegal drugs, stolen items, cigarettes, fireworks, knives or weapons, pornographic images, propaganda material, any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, and lighters or other items or equipment hazardous to health
- not bring chewing gum, sweets or stimulant drink into School; nor should magazines be brought in.
- be outside during break and lunchtimes, unless there is an indoor break or they have been given express permission by a member of staff to stay inside. (Year 11 pupils are allowed to stay in at break time).
- not leave the School premises during the school day, unless accompanied by a member of staff or a parent
- turn off mobile phones and other electronic devices during the School day
- not eat or drink in classrooms or in the corridor
- ask permission from a member of the School staff to use your mobile phone or the school phone
- wear school shoes indoors, unless dressed in PE kit
- wear training shoes to go outside at break and at lunch
- eat a School lunch (unless permission has been sought for a legitimate reason)

### **Behaviour on School trips/outside of School**

#### **School trips/visits**

- Any medication brought on the trip must be handed directly to the teacher in charge.
- There are a number of items that may not be taken on any School trip under any circumstances: alcohol, illegal drugs, stolen items, cigarettes, fireworks, knives or weapons, pornographic images, any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, and lighters or other items or equipment hazardous to health
- In addition, no chewing gum or stimulant drinks are allowed on trips
- Mobile phones and other electronic devices at the discretion of the teacher in charge
- Pupils should comply with all rules/instructions as set by the teacher(s) in charge of the trip/event.

#### **Other behaviour**

Subject to the guidelines in this policy, the School may discipline a pupil for inappropriate behaviour when the pupil is:

- travelling to or from School *or*
- wearing School uniform *or*
- in some way identifiable as a pupil at the School

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.

#### **Bullying**

Bullying, in any form, is not acceptable and will not be tolerated. All pupils have the right to enjoy their time at Red House School in an atmosphere of emotional and physical security; the staff will ensure that this right is upheld.

Pupils experiencing or seeing bullying in any form, whether inside or outside of school, should tell a member of staff who will deal with the issue in accordance with the School Anti-Bullying policy and the School Anti-Bullying Code of Conduct.

## **5 KS3 & 4**

- Praise
- Merits (Y7-11)
- Merit certificates (for 10 merits) (Y7-11)
- Tangible reward
- Email to parents
- Merits can be awarded through the Reward & Conduct section of ISAMS.

## **6 INTERVENTIONS & SANCTIONS**

It is the policy of the School to encourage pupils to act in a positive and appropriate manner at all times. Pupils who find difficulty in adhering to this approach will be given support and guidance through the pastoral system in order to help them improve their behaviour.

This may include:

- 1:1 discussion/mentoring
- A note in their School planner
- Staff giving a Demerit through the Reward & Conduct section of ISAMS
- Behaviour/progress report card

In most cases, parents will be contacted to inform them of any issues that have arisen and the School's intended approach to resolve the issue. At what exact stage this occurs will be at the discretion of the Team Leader, in consultation with form teachers, and the appropriate member of the SMT:

- Academic: Assistant Head (Academic)
- Behaviour/Discipline: Deputy Head
- Pastoral: Assistant Head (Pastoral)

Some pupils may find the transition phases in their education difficult to handle. Red House recognises that these periods can cause stress and as a result have implemented a Transition Policy. Further details and guidance are given in this policy.

It is important for sanctions to be used consistently and for teachers to make it clear to the pupil why a particular sanction is being applied. Staff should be aware that poor behaviour or poor effort in the classroom may have a variety of causes. There may well be personal and pastoral issues involved and staff should check with the form teacher/ Team Leader/ Assistant Head (Pastoral)/Head of the Junior School to see whether there are any extenuating circumstances. In the event of poor work, staff may also wish to consider a referral to the SENCO (EA). As a rule, group/class sanctions should be avoided as they breed resentment.

### **EYFS**

Verbal Warning

- Time Out on Red spot

### **KS1 and KS2 Years 3 - 5**

- Verbal warning
- Official warning / Alert Form
- Note in planner (Year 3-5 only)
- Loss of Courtesy Award
- See Head of Key Stage
- See Head / Assistant Head
- Contact with parents

### **KS2 (Year 6)**

- Name on board
- Verbal warning
- Change of seat
- Note in planner
- 5 minute detention
- Contact with parents
- Team Leader detention

### **KS3 & 4**

- Name on board
- Verbal warning
- Move seat
- Time out
- Note in planner
- Staff giving a Demerit through the Reward & Conduct section of ISAMS
- Break time detention - remove
- Lunch time detention - remove
- Contact with parents
- Deputy Head Detention on a Friday evening between 16.00 and 17.00
- Report card
- Meeting with the Head

The type of sanction that should be applied depends upon the nature of the offence. Examples of the different sorts of offences, and appropriate sanctions are given below. All sanctions imposed should be communicated via the Demerit system in ISAMS and a note made in the pupil's planner. If the pupil does not have his/her planner, this should be noted on in the Demerit section on ISAMS and the form tutor should email the parent.

## 7 JUNIOR SCHOOL – REFERRAL STRUCTURE

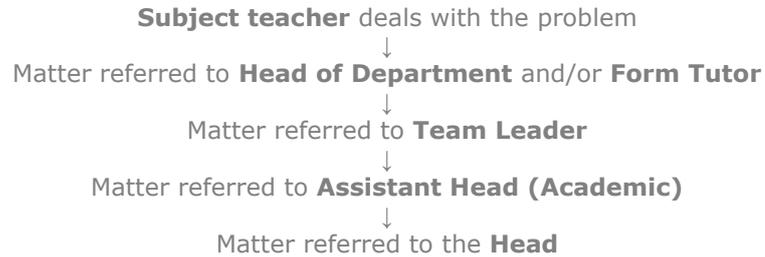
When a pupil does not follow the Code of Conduct or the pupil expectations, then staff should follow the guidelines set out below. Appropriate sanctions are listed in the Sanctions section.

<p style="text-align: center;"><b>CURRICULUM BASED PROBLEM</b> Subject teacher deals with the problem ↓ Matter referred to class teacher ↓ Matter referred to the Head of Junior School ↓ Matter referred to the Head</p>
<p style="text-align: center;"><b>PASTORAL PROBLEM</b> Teacher deals with the problem ↓ Matter referred to class teacher ↓ Matter referred to the Head of Junior School ↓ Matter referred to the Head</p>
<p style="text-align: center;"><b>BEHAVIOUR PROBLEM</b> Teacher or adult on duty deals with the problem ↓ Matter referred to class teacher ↓ Matter referred to the Head of Junior School ↓ Matter referred to the Head</p> <p style="text-align: center;">In the event of a serious/major problem, a member of the LT/SMT should be contacted immediately. If you are unable to contact a member of the LT/SMT, inform the School Office who will locate a member of the LT/SMT to deal with the problem.</p>

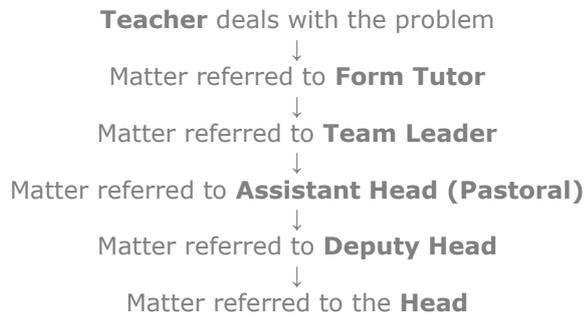
## 8 SENIOR SCHOOL – REFERRAL STRUCTURE

When a pupil breaks the School rules or is clearly not following the Code of Conduct, then staff should follow the guidelines set out below. Appropriate sanctions are listed in the Sanctions section. Demerits should be completed on ISAMS and a note written in the pupil's planner. If the pupil does not have his/her planner, this should be noted on the ISAMS Demerit entry and the form tutor should email the parent.

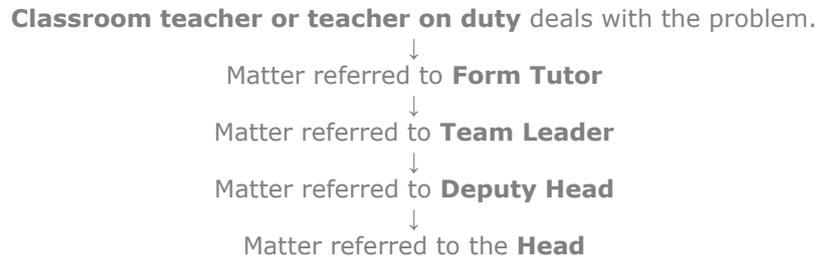
### SUBJECT BASED PROBLEM



### PASTORAL PROBLEM



### BEHAVIOUR PROBLEM



In the event of a serious/major problem, a member of the SMT should be contacted immediately. If you are unable to contact a member of the SMT, inform the School Office who will locate a member of the SMT to deal with the problem.

**MINOR OFFENCES**

- Talking out of turn
- Distracting behaviour in or out of the classroom/visit/event
- Failure to listen to instructions
- No homework produced
- Homework handed in late
- Late to lesson
- Lack of effort
- Incident outside of School (witnessed by a member of staff or reported to the school)

**INTERVENTIONS & SANCTIONS FOR MINOR OFFENCES**

- Verbal warning
- Keeping behind for brief period after lesson
- Staff to enter a Demerit on ISAMS (this will usually be a -1/-2)
- Note in Pupil Planner
- Repeating work
- Menial task – e.g. tidying room / lost property, litter picking, desk cleaning
- Confiscation of item

**MORE SERIOUS/PERSISTENT OFFENCES**

- Persistent minor offences e.g. work regularly handed in late
- Appearance issues
- Failing to attend detention
- Bad manners or behaviour, or rudeness shown to other pupils
- Incident outside of School (witnessed by a member of staff or reported to the school)

**INTERVENTIONS & SANCTIONS FOR MORE SERIOUS/PERSISTENT OFFENCES**

- Notes to parents in planner
- Loss of Courtesy Award (JS)
- One-to-one discussion with pupil
- Staff to enter a demerit on ISAMS (this will usually be a -3)
- If work related – departmental detentions
- Withdrawal of privileges
- Contact made with parents
- Deputy Head detention (at discretion of Deputy Head). This is held after school on a Friday between 1600 and 1700 and takes priority over any other commitment. This is usually awarded for a pupil receiving over 10 demerits on ISAMS.
- Pupil sent outside classroom for brief period
- Withdrawal of break time for short period of time (JS)
- Confiscation of item
- Report card to monitor achievement / behaviour

**PERSISTENT/SERIOUS OFFENCES**

- Persistent/Serious offences e.g. persistent rudeness, defiance, regular failure to hand in work/meet deadlines
- Disrespectful behaviour to staff
- Staff to enter a demerit on ISAMS (this will usually be a -5)
- Deputy Head detention (at discretion of Deputy Head). This is held after school on a Friday between 1600 and 1700 and takes priority over any other commitment. This is usually awarded for a pupil receiving over 10 demerits on ISAMS.
- Open disobedience to reasonable instructions from a member of staff
- Persistent failure to complete work/meet deadlines
- Use of or involvement with illegal substances e.g. drugs, alcohol, cigarettes
- Damage to School property (including material held on a computer)
- Misuse of School facilities, including IT resources
- Stealing
- Fighting
- Cheating in examinations
- Interfering with School safety equipment
- Violent behaviour
- Theft (including access to unauthorised material on computer)
- Immoral behaviour (including access to immoral material on computer)
- Any other activity generally considered illegal in the adult world
- Malicious accusations against School staff
- Incident outside of School (witnessed by a member of staff or reported to the school)

- Bullying of any kind, conducted either inside or outside of School

### **INTERVENTIONS & SANCTIONS FOR SERIOUS OFFENCES**

- Staff to enter a demerit on ISAMS (this will usually be a -5)
- Deputy Head detention (at discretion of Deputy Head). This is held after school on a Friday between 1600 and 1700 and takes priority over any other commitment. This is usually awarded for a pupil receiving over 10 demerits on ISAMS.
- Meeting with parents
- Removal of break for a period of time
- Report card monitored by Assistant Head (Academic/Pastoral)/Deputy Head
- Internal School suspension – work outside Deputy Head’s office
- Temporary suspension
- Permanent expulsion
- Confiscation of item
- Sanctions for acts of bullying are as laid out in the School Anti-Bullying policy. In the first instance, pupils who have bullied need to acknowledge that their behaviour is unacceptable. They will be helped to recognize their wrong doing, to change their attitude and to agree a way forward which helps both the bully and the victim. Only if this approach fails will bullying become a disciplinary issue and, when it does, it becomes a matter serious enough for suspension or exclusion to be considered.

### **Detentions**

Subject staff/a class teacher may keep children behind at break/lunch time to catch up on work. Poor behaviour and regular academic misdemeanours should be reported to the form tutor/the Head of the Junior School. In the Senior School, staff should enter a Demerit on ISAMS. Pupils may only be placed in a formal Friday after-school detention by the Deputy Head/Head. This detention will be given to pupils who accrue more than 10 demerits or at the discretion of the Deputy Head/Head. Parents will be notified via a letter from the School Office and given 48 hours of the date and time of the detention to be served. Detentions will be supervised, on a rotation, by members of SMT.

### **Suspension and Expulsion**

Both suspension and expulsion are very rare events at Red House. Suspension is the penultimate sanction (the final warning); any repeat of suspendable behaviour means that expulsion will be considered. Expulsion can thus result from an accumulation of offences for which suspension is appropriate or from a more serious single incident. Red House does not have an absolutely fixed set of penalties. There are no automatic sanctions for set offences. The list of offences for which suspension/expulsion will be considered includes, but is not limited to, those listed in the Serious Offences section above.

Factors taken into account in arriving at a decision as to whether to suspend/expel include, but are not limited to:

- the pupil's previous record of behaviour
- the honesty of the pupil in admitting the offence
- the degree of remorse shown by the pupil and/or acceptance that he/she was in the wrong
- the extent to which the offence had an impact on other pupils.

### **Procedures Leading to Suspension**

- 1 A pupil will always be asked for their version of events.
- 2 Where appropriate, any witnesses will be consulted.
- 3 Once the picture is clear, parents will be briefed and advised of the School's proposed course of action.
- 4 The decision to suspend will be made by the Head. Parents who do not agree with this course of action may appeal to the Chair of School Council.
- 5 In cases of expulsion, the Head will consult with Chair of School Council before any decision is taken.
- 6 Parents can write to the Chair via the School Office if they do not agree with this decision. The Chair will refer the matter to School Council Members who will hear the appeal under the School’s Complaints Policy.
- 7 In the absence of the Chair, the Head will consult with two other members of School Council.

## **10 POLICY ON RIGHT TO SEARCH AND CONFISCATION**

### **Right to Search**

- School staff can search a pupil for any item if the pupil agrees, though the ability to give consent may be influenced by the child’s age or other factors. Schools are not required to have formal written consent from the pupil for this sort of search. If a pupil refuses to cooperate with such a search, the School can apply an appropriate disciplinary penalty.
- The Head and staff authorised by him have a statutory power to search pupils or their possessions without consent when there are reasonable grounds for suspecting that the pupils may have a prohibited item. Prohibited items are; alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, knives or weapons, pornographic images, any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, and lighters or other items or equipment hazardous to health.

- The Head, and authorised members of staff, can also search for any item banned by the School rules which has been identified in the rules as an item which may be searched for.
- Searches without consent can only be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, e.g. on school trips in England.
- In most cases when a search without consent is conducted, the member of staff searching must be the same sex as the pupil being searched and there must be a staff member (preferably of the same sex) present as a witness.
- There is a limited exemption to this rule: a search of a pupil of the opposite sex can be carried out without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- Please see appendix on Searches for further information

### **Confiscation**

- Red House School will include confiscation of pupils' property as a disciplinary sanction in its behaviour policy, for example, items such as mobile phones, MP3 players, hand-held video games and laser pens that disrupt the normal running of the school can be confiscated.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. Valuable items should be returned at the end of the school day. It might be appropriate to return some items, such as laser pens, directly to parents rather than the pupils. If in doubt, seek the advice of the Head or Deputy Head. Weapons and knives must always be handed over to the police.
- If a teacher becomes aware of inappropriate images of a child or young person, they should inform the lead for the child protection in the school as the protection of the child or young person is paramount. The school's police liaison officer should also be informed at this stage and they will be able to give more specific advice about the legalities of the situation and removal of the image. The image should not be forwarded to or saved on another device. However, the image should not be deleted until local police have agreed to it.
- For further information on confiscation, please see appendix headed Confiscation.

The Education and Inspections Act 2006 includes a specific statutory defence for members of school staff who have reasonably confiscated pupils' property. The issue of confiscation has for long been highly problematic. EIA 2006 confirms confiscation as a legitimate action, but still places on teachers a responsibility to demonstrate its justification. The guidance indicates that teachers have authority to confiscate property 'in pursuance of a legitimate aim', defined by the guidance as generally 'maintaining an environment conducive to learning ... which safeguards the rights of other pupils to be educated'. The guidance says, importantly: 'It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising.'

## **11 CORPORAL PUNISHMENT AND RESTRAINT (including use of reasonable force)**

This policy relates to all sections and activities of the school e.g. Senior School, Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs.

Red House School does not give corporal punishment to a child in EYFS for whom the School provides early years provision, or, indeed, in any part of the School. As far as it is reasonably practicable, Red House School ensures that corporal punishment is not given to any such child by:

- a) any person who cares for, or who is in regular contact with, children
- b) any person working or living on the premises

A person shall not be taken to have given corporal punishment in breach of the above if the action was taken for reasons that included averting an immediate danger of personal injury to, or an immediate danger of death, of any person (including the child).

Red House School staff will not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being. Staff must never use force as a punishment.

### **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.

Naturally, members of staff worry about potential accusations involving physical contact with pupils. The following seeks to make clear when contact is appropriate and when it is not.

Contrary to some views expressed, it is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples include:

- holding the hand of the younger child at the front/back of the line when going to assembly
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching; and
- to give first aid
- assisting a young child or pupil with SEND with personal hygiene or medical needs

In addition, the law empowers those working in schools to use reasonable force when this is necessary. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 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 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.

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

In summary, physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded - a formal record stating the nature of the event and the time and date it occurred - and parents should be informed about the incident on the same day. This information must be given to the Head.

## **APPENDICES**

### **1 ADVICE TO STAFF ON CLASSROOM ROUTINE**

- A regular and methodical structure for routines reduces the possibility of pupils behaving in an inappropriate and disruptive manner
- All routines have an influence on pupils' behaviour
- Make your expectations clear to your pupils
- Set up and stick to procedures for the beginning and ending of lessons. Take control of entry to the classroom. In your classroom do the pupils line up outside or do they enter the classroom and wait for your arrival? Waiting outside some classrooms can be a problem at Red House. Make clear what your rule is and make the pupils stick to it
- Make clear that you expect them to have the correct books with them
- If they are already in the classroom on your arrival, then they should stand up when you arrive and cease talking
- The pupils should understand that the buzzer is a reminder for the teacher. It is not up to the pupils to pack up their books and begin to leave
- Be on time yourself. If you don't care, why should they?
- Make your requirements explicit. Refer to whole school rules and behaviour policies. What you want isn't exceptional; it is the way that things are done
- Spell out your expectations at the beginning of each lesson; these may vary depending on the activity, but establish what you want and how you want it
- Set a standard and insist on it
- Be consistent
- Make sure that you do not relax because you are in a good mood, or be fierce because you have had a bad day
- Make sure that you set up rules and expectations that you can enforce
- Remember the rules that you have established
- Watch everyone. Eye contact at the right time can halt misbehaviour before it starts
- At the beginning of the school year, allocate seats to pupils for your lesson. Do not allow pupils to choose their own seats as this can lead to exclusion. Make it clear that only you can change seating positions
- Make sure that you have spare books/equipment for those pupils who arrive without items. This will avoid disruption

- Have an orderly system for handing in work and for putting away books/equipment at the end of the lesson
- Pupils should not be allowed to move around the room unless you specifically request them to do so. Clearly, different rules will apply to the Junior School, in particular the EYFS environment

## 2 STRATEGIES THAT CAN BE EMPLOYED BY THE TEACHER IN THE CLASSROOM

- A teacher has the potential to be the most disruptive person in the classroom. He/she can talk too much or offer too much disapproval. Remember that "attention seekers" want you to spend a lot of time disapproving behaviour
- Insist upon silence before addressing a class. Shouting above the noise of a class is counter-productive to achieving good behaviour
- Deal with all matters in a firm, fair and friendly manner. Do not use sarcasm or constantly shout at pupils. A hostile teacher is ineffective. Pupils enjoy getting staff annoyed
- If you need to send a pupil out of the classroom as a punishment, then do so only for a limited time. It may be more appropriate to create an area in the classroom where pupils will have to sit for a period of time, e.g. at the front desk. It is not good practice to routinely exclude pupils from a class
- Be ready to praise and reward good behaviour as much as you praise good work
- Ensure that inappropriate behaviour is handled quickly and calmly so that the lesson is not spoilt. Remember that telling a pupil off will not change his/her behaviour in the long term. Positive, specific feedback to a pupil about good behaviour will have a direct bearing on the behaviour of that pupil and other pupils. It is also an opportunity to reiterate your expectations. Be sincere and think about your body language. Don't make an approving comment and then add, "but ..". The ratio of positive feedback to pupils to criticism/disapproval should be 5:1, at least
- Ensure that the ethos of the classroom is friendly and work orientated for all pupils. Disruption often occurs when pupils feel that their work is not appreciated
- The dictionary definition of the verb 'assert' is, "To state or express positively; to affirm." An assertive teacher is effective; they clearly and positively communicate their behavioural requirements to their pupils; they are prepared to back up words with actions; they have a classroom management plan; they feedback to pupils exhibiting appropriate behaviour; and they maximise teaching and learning
- Non-assertive teachers are ineffective; they may use a passive, powerless tone of voice; they may be inconsistent they may threaten but then give up; or they may ignore inappropriate behaviour

## 3 GUIDELINES FOR ADDING MERITS, DEMERITS AND INTERVENTIONS ON ISAMS

Merits, Demerits and Interventions can be accessed through the Reward & Conduct section of ISAMS.

### Merits

Staff to add pupil merits onto ISAMS with a description of what the merits are for. This can be done individually or by teaching set, form group, year group etc. Pupils to receive an email every time they receive a merit. ISAMS Merit totals report to go to form tutors every week.

Merit certificates to be awarded in a Merit Assembly at the end of each term:

Blue	10 Merits
Yellow	20 Merits
Red	30 Merits
Green	40 Merits
Purple	50 Merits
Pink	60 Merits
Orange	70 Merits
Bronze	80 Merits
Silver	90 Merits
Gold	100 Merits

### Demerits

Adding demerits and interventions on ISAMS allow teaching staff to communicate effectively and promptly provide a practical and efficient way for teachers to record and share a range of issues:

Behaviour	(C) Calling out -1 (M) Mobile phone -2 (R) Rudeness to staff -3 (S) Severe behavioural incident -5
Uniform	(J) Jewellery -1 (M) Make up -1 (I) Incorrect uniform -1 (R) Repeated uniform infringement -3
Organisation	(F) Forgetting equipment -1 (F) Forgetting equipment on a number of occasions -3 (R) Repeated forgetting equipment across a number of subjects -5
Work	(L) Late/incomplete prep -1 (P) Poor classwork -1

- (M) More than one piece of late/incomplete prep -3
- (M) More than one piece of poor classwork -3
- (R) Repeated late/incomplete prep across a number of subjects -5
- (R) Repeated poor classwork across a number of subjects -5

It also informs the Form Tutor and Team Leader of the action already taken by the member of staff completing the Demerit.

### **Interventions**

Staff can add descriptions pertaining to a pupils academic and pastoral wellbeing by logging an Intervention using the following record categories:

- (E) Email to/from a parent/guardian
- (E) Email from a pupil
- (M) Meeting with a parent/guardian
- (M) Meeting with a pupil
- (O) Other
- (T) Teacher-to-teacher communication
- (T) Telephone call to/from a parent/guardian

Interventions in the Senior School would go to the Head, Deputy Head, Assistant Head (Academic), Assistant Head (Pastoral), the SENCO, Team Leaders and Form Tutors. Interventions would list an incident/communication and also detail any follow-up action required. Information which is sensitive or regarding safeguarding should not be added as an Intervention and should be forwarded via the usual channels to the Designated Safeguarding Lead (DSL).

Thus, patterns of negative behaviour, lack of organisation, poor work ethic and underachievement can be monitored more effectively. Furthermore, support can then be provided promptly and the effectiveness of the Demerits and Interventions tracked. The Form Tutor should refer to this information on ISAMS when writing the Form Tutor comment on reports. Comments should focus on types of inappropriate behaviour and frequency, rather than indicating the number of Demerits received.

If you complete a Demerit on ISAMS, you should also write a note in the pupil's planner. If the pupil does not have his/her planner, this should be noted on the Demerit and the form tutor should email the parent.

Reviewed by R Ashcroft & S Haywood  
Ratified by School Council  
June 2021

## **COVID-19 ADDENDUM**

We wish to maintain a secure, caring and stimulating environment in which students are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all students and staff.

This addendum is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy and E-Safety Policy. These adjustments are set out below:

### **Arrivals, Departures and Social Distancing**

- Pupils should arrive at school and use the correct entrances. When accessing wrap around care, they must remain within their year group bubbles.
- Pupils should avoid spending time with pupils from other bubbles (except siblings) and should sit in their designated areas during wrap around care.
- Where there are markers on the floor to support social distancing, pupils must adhere to these.
- Wherever possible, pupils should try and achieve social distancing from other pupils. Whilst movement around the school will be limited, when pupils leave their bubble classroom to go outside for break, lunch or outdoor learning, they must try to ensure they stay 2m from their peers and adults.
- Pupils will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.
- Pupils must have responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.
- Pupils will have designated desks in classrooms and should not move places unless directed to do so by a member of staff.
- Pupils will have a designated area in which to play. They must remain in this area unless instructed to move.

### **Hand-washing and Hygiene**

Pupils will be expected to follow all hand washing and hygiene routines while in school. Pupils will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask pupils to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Pupils will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

### **Behaviour in School**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used: conversation(s) with pupils(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy. Once all appropriate behaviour management strategies have been exhausted, contact will be made with home. If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then parents will be expected to collect the pupil who will only be able to return to school when they agree to accept the safety measures in place.

### **Pupils with Special Educational Needs (SEND)**

School acknowledges that pupils will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences pupils may present with behaviour that is not usual.

For some pupils, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. We recognises that behaviour could be a sign that for some individuals that there is an unfulfilled need and that the behaviour is communicating that there is a problem.