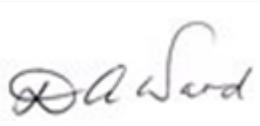


Behaviour and Discipline Policy including use of reasonable force



Date Agreed	26.9.19
Date to be reviewed	September 2021
Signed	



Behaviour and Pupil Discipline Policy including use of Reasonable Force

Introduction

This document is a statement of the aims, principles and strategies for the management of behaviour at WISE Academies. (See Wise Behaviour Policy for general processes)

Purpose

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the academy community, to allow each one to understand the policy of the academy and to apply it consistently and fairly.

Policy Aims

- To contribute to the social, emotional and moral development of our pupils as members of our Academy community and in preparation for their role as valued responsible members of a wider society.
- To maintain an Academy ethos which reflects and develops the positive moral and social values of society.
- To maintain a safe, orderly and positive environment in which both adults and children may flourish.
- To encourage a sense of collective responsibility amongst staff and a sense of commitment to the whole school amongst pupils and their parents.
- To contribute to the development of each individual's self esteem and self discipline.
- To develop a sense of belonging and pride in the Academy
- To promote good behaviour through a whole school approach.
- To actively seek the cooperation of parents in the implementation of this policy.
- To aim to reduce bad behaviour by positively acknowledging good behaviour and creating an orderly and purposeful, safe and caring environment.
- To be consistent when applying consequences or giving rewards.
- To recognise the importance of Personal and Social Education as a means of promoting the values of respect, self-discipline and social responsibility.

Objectives

- To provide clear guidance to parents, staff and pupils regarding standards of behaviour expected.
- To provide staff with behaviour management strategies which are fair, consistent and manageable and the responsibility of all staff in the Academy.
- To recognise and reward positive models of behaviour.
- To share difficulties and successes with parents.

Aims of the Academy:

At WISE Academies we strive to ensure that all children are treated fairly by staff and other children alike. We want our learning environment to feel safe and secure, so that children can feel confident to be themselves and develop in their own way.

1. To provide a welcoming, caring and supportive environment in which core values are central to the life of the Academy;
2. Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
3. To provide a rich and varied experience of learning which is:
 - 3.1. *enjoyable*;
 - 3.2. *rewarding*;
 - 3.3. *builds confidence*;
 - 3.4. *helps develop good working habits*;
 - 3.5. *incorporates opportunities to reflect*;
 - 3.6. *fosters attitudes based on honesty, trust, tolerance, understanding and respect for others that develop from a sense of self-worth*;
 - 3.7. *develop lively, enquiring minds with the ability to question, investigate, and solve problems*;
 - 3.8. *begins to form the personal values that will help children make sense of the world in which they live and form positive relationships*;
4. Be tolerant and understanding with consideration for the rights, views and property of others.
5. To help children to form the values that will help them make moral decisions and choices throughout their lives;
6. To nurture and develop a responsible and cooperative attitude towards work and towards their roles in society;
7. To nurture links with parents/carers and the local community.
8. Take a responsible interest in caring for their environment.

Working in partnership with parents, the Academy endeavours to provide a well ordered, caring learning environment where pupils can build on their experiences to develop intellectually, to become self reliant and to cooperate with others.

In order to have a well-ordered, caring environment in which all children can learn to their true potential we must strive for good behaviour, as bad behaviour disrupts good teaching and learning.

Teachers work towards the academy's aims by:

- Rewarding good performance and behaviour. This provides an incentive for children to make the positive decision to choose good behaviour.
- Providing a challenging and stimulating programme of study designed to engage pupils in their own learning and enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring learning is progressive and continuous.
- Being good role models - punctual, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively with a shared philosophy and commonality of practice.
- Signing the academy Home /School Agreement

Pupils work towards the academy's aims by:

- Following the academy rules.
- Making the positive decision to choose good behaviour.
- Attending in good health, maintained by adequate diet, exercise and sleep.
- Attending regularly.
- Being punctual and ready to begin lessons on time.
- Being organised-bringing necessary kit, taking letters home promptly, returning homework on time.
- Conducting themselves in an orderly manner in line with the code of behaviour.
- Taking responsibility for their environment and for their own learning and conduct.
- Signing the WISE Academy Home /School Agreement

Parents work towards the academy's aim by:

- Encouraging their children to keep the academy rules and praising their child when they receive rewards.
- Cooperating fully with the academy when their child does not behave well and is given a consequence.
- Ensuring that children attend in good health, punctually and regularly including taking holidays in the designated holidays and not in term time.
- Informing the school or providing prompt notes to explain all absences.
- Providing support for the discipline within the academy.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments.
- Ensuring early contact with the academy to discuss matters, which affect a child's well-being, happiness, progress and behaviour.
- Taking an active interest in children's learning, where appropriate, giving due importance to homework, hearing reading and assisting in learning of tables and spellings.
- Signing the WISE Academy Home/ School Agreement

Strategies for Good Behaviour

The underlying principle of the policy is to emphasis what pupils are doing well by use of praise, so that others copy the good example that is being set. Adults should at all times be in control of their emotions and should only use a raised voice where necessary, for effect, on rare occasions. To achieve our aims we have adopted a clear structure to discipline, which is called 'Assertive Discipline' (initiated by Lee and Marlene Canter in the U.S.A.).

The Assertive Discipline plan has three clear parts:

- RULES
- REWARDS
- CONSEQUENCES

Rules

We expect children to follow these simple rules in the classroom and around the academy:

- READY
- RESPECT
- SAFE

When children follow these rules, they will be rewarded for doing so. If children choose not to follow the rules, their actions will result in a consequence.

Rewards

The children's good behaviour is rewarded in a number of ways:

- Praise
- Moving up on zone display (Classroom rewards and incentives - Page 6)
- Stickers in sticker chart (Cumulative for further reward)
- Token Points (School reward for positive and polite behaviour)
- Awards in Assembly
- Positive communication with parents or carers through praising letters/postcards home

Classroom rewards and incentives

All classrooms will display a zonal chart. (See below)

Platinum
Gold
Silver
Bronze
Green

When a child demonstrates positive behaviour they will be asked to move their name (Displayed as a star) up to the next zone. The children will be recognised and praised for positive behaviour. All children begin each day on Green as a 'Fresh Start' and aim to end the day on platinum.

Teachers may initiate individual class systems which change from time to time to supplement whole school systems. Also, some pupils may need personalised system to support their complex needs. This would normally be highlighted in behaviour plans or individual education plans and may be informed by outside agencies.

Consequences (Appendix A - Behaviour Blueprint)

If the children do not follow the Academy rules there are a set of consequences. Each child is given a reminder of the rules before being issued with a consequence.

If a child is breaking the academy rules the following procedure should be followed:

1. **Reminder** - Rules are reinforced on a 1:1 basis, no consequences recorded at this time
2. **Verbal warning given** - Opportunity for child to make a good choice (1st consequence)
3. **Last Chance** - If negative behaviour continues, the child will be asked to move to a quieter area of the classroom for reflection. Teacher will say Microscript (Appendix A). Two minutes at playtime is owed to the member of the staff and rules are reinforced at this time. (2nd Consequence)
4. **Time out** - If there is a continuation of negative behaviour, the child will work in another classroom or in some cases, a quieter area of the classroom. (3rd Consequence)
5. **Repair** - If negative behaviour still continues, Adult and child reflect on choices during playtime. (4th Consequence)
6. **SLT (Senior Leadership Team) Repair** - If behaviour has not improved, time will be spent with the Phase Leader where they will continue to complete their work. The SLT member, member of staff and child will then reflect on behaviour at playtime. (5th Consequence)
7. **Formal Meeting** - If negative behaviour continues the situation may need to be dealt with by the Assistant Headteacher/Head of School/Headteacher. Parent will be contacted to discuss behaviour further at a formal meeting with SLT member, parent and child present.

Where **step 3** has been met, the child's parents / carers should be informed and strategies discussed to support the child to comply with Academy rules. Continual refusal to comply with Academy rules may result in a child having to work in another class, work in isolation, internal (within the same academy or to a neighbouring academy within Wise) or external exclusion. In each of these situations, the length of time will be determined on a case by case basis.

Seven consequences result in a letter being sent home. Three of these letters being sent home in one academic year will result in an exclusion from school.

We have a house point system, which is meant to reward children positively for achievements reached. The system recognises the child's accumulation of house points leading to the presentation of personal awards as well as contributing to the house total.

Behaviour, consequences, etc will be monitored every Monday by Mr Wood/Mrs Hendersson/Mrs Rollinson who has a role in promoting good behaviour across the school. He will speak with class teachers and children about who has been working well, who has had consequences etc and set targets for the week.

CLASSROOM MANAGEMENT

The layout of teaching areas should be such that children are able to move safely and without disturbing others within the confines of the space available. Routines such as entering and leaving the area, selecting and tidying equipment etc. should be well established. Routines should provide children with opportunities to take responsibility for equipment, resources, themselves and others.

MANAGEMENT OUT OF THE CLASSROOM

Staff should be aware of potentially “high risk” situations such as large numbers of children retrieving coats, moving around the school or queuing where behaviour may become a problem. These situations should be controlled by restricting numbers or supervising.

TASKS

Tasks should be matched to the needs and interests of the children. Appropriate work where children are motivated and will achieve success develops enthusiasm and positive attitudes. Work that is dull, too easy or too hard will result in children becoming more likely to go “off task” leading to inappropriate behaviour. Some work should take the form of a shared task which gives a pair or small group of children the opportunity to work together collaboratively.

INSTRUCTIONS/EXPECTATIONS

Staff should be very specific about what they expect children to do. Instructions or directions should be stated clearly and positive repetition and reinforcement should be used, i.e. “Well done John, you were the first person to stop work and look at me.” Expectations can also be positively reinforced and children praised i.e. “I like the way John and Susan have chosen to share the computer,” or “thank you Shaun and Jane for choosing to help your friends by hanging up the coats which have fallen on the cloakroom floor.”

Good Behaviour is the combined responsibility of all staff, teaching and non-teaching, who should maintain good behaviour throughout the Academy.

Strategies for recording and reporting

- Each teacher has a behaviour-tracking sheet on which to record incidents of inappropriate behaviour. These consequences will be displayed either via a booklet (1,2 and 3) or on a wall display (year 4,5 and 6)
- If the consequences do not produce a change in behaviour then a contract will be drawn up involving child, parents and the Academy. Outside agencies may also become involved at this point. Weekly reporting to parents will set targets for the child. This can move to a daily basis. The Governing body will be kept informed of the progress or lack of progress, as this may lead to a fixed term exclusion.
- Negative behaviour and discussions with parents will be documented using CPOMs and will be available for all senior staff to access at any time. All staff have a responsibility to add incidents to the school CPOMs system.

Exceptional cases

In cases of extreme or repeated poor behaviour, a child may need to relinquish their place in after school activities.

If a child's behaviour is proving to be a health and safety concern, a risk assessment would be completed prior to any school visits where ways are explored to minimise the risk. If taking the child out of the academy poses too great a risk to their own or other's safety, the child will need to remain at school and not attend the visit.

If a child puts themselves into a dangerous position and refuses to comply with instruction from adults, a decision should be made as to the best strategy to deal with this behaviour. It should be

considered whether it is best to:

- 'ignore' the child's negative behaviour and supervise them from a distance to allow them to 'cool down'
- use of reasonable force (below) in order to escort them to a safe place
- contact a parent / guardian who can then be responsible for removing them from the inappropriate situation.

Following this situation, parents /guardians may be asked to supervise their child for a short period until they have calmed down and are able to access the curriculum again. The child will have a consequence to carry out as soon as possible after their negative behaviour.

Use of Reasonable Force

In very extreme circumstances academy staff have the legal power to use "reasonable force" (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:-

- hurting themselves or others
- seriously damaging property
- from causing extreme disorder affecting the well-being of others
- prejudice to maintaining the good order of the school

(Education Act 2011)

The use of reasonable force would always be used as a final strategy when other de-escalation techniques are failing to contain an incident and a situation poses an unacceptable risk to anyone involved. Parents will always be notified about any serious incident in the academy and records are held in the "Incident File" held centrally and on CPOMs.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

This is **non-statutory** advice and is intended to provide clarification on the use of force to help school staff feel more confident about using this power if the school policy dictates it is necessary.

Schools cannot use force as a punishment, it is always unlawful to use force as a punishment.

What is Reasonable Force?

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 to themselves or others and damaging property. Reasonable in the circumstances means using minimum force.

When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual and be in line with school policy and reasonableness (including children with disabilities and SEND). This policy on the use of reasonable force acknowledges the legal duty to make reasonable adjustments for children with disabilities and children with SEND.

What legislation does this guide relate to?

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Children Act 1989 – revised 2004

A list of associated resources can be found as Appendix C.

The Power to Search and to confiscate

Staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches. Two members of staff will be present during any searching.

Prohibited items will include: -

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence,
- to cause personal injury to, or damage to the property of, any person (including the pupil)
- Academy staff can seize any prohibited item found as a result of a search.
- They can also seize any item, however found, which they consider harmful or detrimental to discipline within the academy.

The power to discipline outside of the academy premises

This section relates to the academy's response to all non-criminal bad behaviour and bullying (including cyber bullying) which occurs anywhere off the academy premises and which is witnessed by a member of staff or reported to the academy.

The Academy may exercise such disciplinary action as it considers appropriate and lawful in response to any bad behaviour when the child is:

- taking part in any academy organised or academy related activity or
- travelling to or from the academy or
- wearing WISE Academies uniform or
- in some other way identifiable as a pupil at the academy.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the academy

Non Negotiables

Some behaviour is not acceptable and the consequences are non- negotiable. This includes;

- Physical violence towards others
- Threatening behaviour
- Swearing at an adult or child
- Aggressive behaviour towards people or the environment

Parents and children should be aware that these behaviours risk exclusion

Zero Tolerance

Swearing

Each instance of this behaviour is recorded and consequences will be as follows:

- x1 - phone call home (class teacher/ TA)
- x2 - SLT restorative conversation and a phone call home by SLT
- x3 - internal exclusion - this could take place in another school (parents to be clearly informed about this) or within the school building. To be decided by HOS and the SLT involved. SLT or HOS to meet with the parent(s) and child the next day for restorative conversation.

If a child has to be excluded more than 5 times this will escalate to an external exclusion (see below)

Physical violence

If a child is fighting or 'play fighting' the following steps will be taken:

- x1 - SLT restorative conversation and a phone call home by SLT
- x2 - internal exclusion - this will take place in another school (parents to be clearly informed about this) unless the child has an additional need which will prove to be a further barrier to them. To be decided by HOS and the SLT involved. SLT or HOS to meet with the parent(s) and child the next day for restorative conversation.
- x3 - external exclusion. To be decided by HOS/EHT. HOS/EHT to meet with the parent(s) and child the next day for restorative conversation.

In each instance of an external exclusion, it would increase by a day each time. This will need to be reviewed after each instance.

The use of exclusion

Whilst all possible measures will be explored prior to the use of exclusion, the academy reserves the right to exclude pupils in accordance with statutory guidance.

Enrichment opportunities are offered on a discretionary basis by the school. If the Headteacher has reason to believe the attendance of any particular pupil would have a detrimental impact on the

activity, or the health and safety arrangements of the activity/visit, then the school reserves the right to withdraw the offer from that pupil. The decision of the Headteacher is final.

Summary

However theoretically sound this behaviour policy is, it will prove ineffective unless it is fully understood and communicated and acted upon by all parties concerned. Its success depends to a large extent upon a degree of consistency in its implementation.

All adults in school act in the best interests and well-being of all adults and children within our schools.

Can we also add the vast majority of our pupils are hardworking, well behaved and caring individuals who make us very proud. We hope our policy supports those who find positive behaviour more difficult to follow.

	WISE Academy Behaviour Blueprint	
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Visible Adult Consistencies	Rules	Over & Above Behaviours
<ol style="list-style-type: none"> 1. Meet & Greet - Adults greet pupils entering rooms 2. Stop Signal - one hand 3. Adults to go through door first - thank you 	<ol style="list-style-type: none"> 1. Ready 2. Respectful 3. Safe 	<ol style="list-style-type: none"> 1. Picking up things that don't belong to them 2. Table manners - 3. Giving compliments

Our Value Message

To provide a high quality educational community which offers life changing opportunities in a safe, creative and exciting environment. All are valued and inspired to flourish and grow as individuals, leaving us believing the sky is the limit!

Stepped Sanctions	Microscript 30 Second Intervention	Restorative Questions
<ol style="list-style-type: none"> 1. Reminder - Pupils reminded of rules 2. Warning - warning to make a good choice 3. Last Chance - Microscript & 2 minutes owed 4. Time Out - Pupil works in another classroom 5. Repair - Adult/Pupil discuss choices at playtime 6. SLT Repair - SLT, Teacher & child meeting 7. Formal Meeting - Parent, child & SLT meeting 	<p>I noticed you are...(having trouble getting started/struggling to get going/wandering around the classroom/etc)</p> <p>It was the rule about...(lining up/staying on task/etc) that you broke.</p> <p>You have chosen to...(move to the back/catch up with your work at lunchtime/etc)</p> <p>Do you remember last week/lesson/yesterday when you...(positive moment)</p> <p><i>That is who I need to see today...</i></p> <p>Thank you for listening.</p>	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? How? 6. What should we do to put things right? 7. How can we do things differently in the future?

Home School Agreement

At **WISE** Academies, we aim to provide an outstanding education for your child. Our mission statement is: WE are a family of schools who exist to **INSPIRE** each pupil to believe in themselves so they experience great **SUCCESS** through our commitment to **EXCELLENCE**.
Our philosophy is one of boundless aspiration... the sky is the limit!

The Academy will:

- Provide a learning environment that is safe and caring.
- Ensure equal opportunities, support and guidance to enable each pupil to attain their full potential.
- Report regularly on each pupil's progress.
- Inform parents on all aspects of academy life.
- Encourage high standards, follow set rules, give mutual respect and attain a sense of responsibility.
- Monitor and record progress, attendance, behaviour and discipline, in accordance with the academy's policies.
- Inform parent/carer of any concerns that may arise and be available, by prior agreement, to discuss any issues.

As parent/carer, I/we will:

- Make sure my child will arrive at school on time, in school uniform.
- Make sure my child attends regularly and notify the school with reasons for lateness.
- Provide reason for absence by 8.45 a.m.
- Not take child out of school for family holiday during term time.
- Make arrangements for my child's safe return home at the appropriate time.
- Support my child's learning ensuring completion of any homework set.
- Inform the school regarding concerns which may affect my child's work or behaviour.
- attend parents' evenings as well as other meetings regarding my child's progress.

As a pupil, I will:

- Come to school regularly and on time with the required equipment, in school uniform.
- Follow school and class rules;
- Always try my best in both class and homework.
- Be polite, kind and helpful to others.
- Be well behaved and sensible.
- Speak quietly and walk quietly through school.
- Take care not to hurt anyone by what I say or do.
- Respect other people.

Signature

Date

Associated resources

Link to advice on Home School Agreements

<http://www.education.gov.uk/schools/pupilsupport/parents/involvement/hsa>

Link to behaviour checklist

<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Link to SEN Code of Practice

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>

Link to Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/cneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

Legislative links

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>