

Lawley Primary School



Discovery Unites Us!

Behaviour for Learning and Sanctions Policy

Written February 2023  
Reviewed September 2023  
Review February 2024

## **Introduction**

This Policy is drawn up for all persons who have involvement in schools – adults working in school, children learning here and their parents and our school governors. This policy is closely linked to the Department for Education advice on behaviour and sanctions in schools' advice for headteachers and school staff.

## **Key Points**

The Behaviour for Learning and Sanctions Policy should be underpinned by the school values: Happiness, Courage, Respect, Friendship, Responsibility. They are outlined in "Our Vision"; and it should seek to embrace and carry forward the School's Mission Statement: to provide an environment in which every child is cared for spiritually, morally, socially, culturally, intellectually and physically.

Teachers have power to use sanctions for pupils for misbehaviour that occurs in school and, in some circumstances, outside of school.

The power to use sanctions also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour for Learning and Sanctions Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the governors have consulted the Headteacher, staff, parents or carers of pupils, and the pupils themselves. Please refer to this statement in Appendix 1.

Governing bodies of maintained schools have 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. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

## **Aims:**

- To promote good behaviour, self-discipline and respect.
- To prevent bullying
- To ensure that pupils complete assigned work
- To regulate the conduct of pupils
- To be aware of how our behaviour affects others and ourselves.
- To help children understand they must accept responsibility for their own actions.
- To help our children appreciate the need for an acceptable code of conduct in school.
- To create an atmosphere of mutual respect for all.
- To promote care and responsibility for our environment and the property of others.
- To create the conditions for an orderly community in which effective learning can take place.

## **Our Behaviour:**

- Shows respect to others
- Keeps others safe
- Allows others to teach
- Allows others to learn

The above Code of Conduct ensures a consistent approach to the implementation of the behaviour policy and is used throughout the School in work and play

### **Our Home School Agreement Includes the School Golden Rules**

- To arrive at school on time
- To be polite, friendly and helpful to others at all times
- To always work hard and try my best
- To talk to a member of staff if there is a problem
- To show respect and take good care of the equipment and school environment
- To move around my school and classroom in a calm and quiet way

### **To Promote Children as Learners**

We expect good behaviour for learning at Lawley we promote this through Building Learning Power concentrating on the 4Rs of learning developed by Guy Claxton. Pupils are taught what they can do to build their own Learning Power in the classroom and in and around school.

- Resilience is being ready, willing and able to lock onto learning- knowing how to work through difficulties when the pressure mounts or the going gets tough
- Resourcefulness is being ready, willing and able to learn in different ways-using resources available to them. These may be resources which they can find in the classroom or it might be their own resources
- Reflectiveness is being ready, willing and able to become more strategic about learning – taking a longer-term view by planning, taking stock, and drawing out your experiences as a learner to get the best out of yourself
- Reciprocity in learning is being ready, willing and able to learn alone or with other people – using a sense of independent judgement together with skills in communication and empathy

### **Playtimes/Lunchtimes**

We want children to enjoy safe and happy playtimes and to this end any games involving play fighting or fighting is not allowed. Lunchtime supervisors are to reward good behaviour with house point coins. Any incidents should be dealt with by the adults on duty and reported to appropriate teacher as soon as possible. More serious incidents can be sent to the SLT or head teacher.

Morning break

Children should line up silently immediately when the teacher calls. Children are expected to walk in quietly and sensibly.

### **Wet Playtimes.**

During wet playtimes two members of staff will remain in each wing to supervise the children. Activities during this time are the responsibility of the class teacher to organise. Teachers to ensure the children are clear what equipment is for acceptable use. Use of ICT equipment must be monitored.

### **Assemblies.**

Children should enter/leave the hall in silence staff should model this behaviour for pupils.

### **Movement.**

Safe movement is essential inside and outside school. Walking is required at all times inside the building. All adults in school should monitor this and ensure that any child seen running within school is spoken to using positive language 'Please walk beautifully...' as opposed to 'Stop running!'

## **School Sporting activities.**

Children will be encouraged to behave in a positive way when representing the school in sporting activities, encouraging team work and respect for each other, opposing teams and the referee/umpire.

## **Encouraging Positive Behaviour from adults in School**

- Be clear and state your expectations of children's behaviour; use positive rather than negative instructions i.e. "Do" rather than "Don't".
- Encourage and praise appropriate social behaviour.
- Use a consistent and fair approach.
- Address a behaviour problem but avoid confrontation. Listen, and establish facts calmly.

## **What parents can do:**

- Ensure that your child arrives at School on time, appropriately dressed and attends regularly.
- Provide firm but kind guidance in the home, which is most likely to produce attitudes on which good behaviour can be based.
- Ensure that you set a good and consistent example to your child by your own behaviour.
- Take an active interest in your child's work and progress at home and school.
- Support our School Aims and Expectations.
- Remind and reinforce with your child that if there is a problem they should not retaliate but go to an adult straight away so that they can help resolve the issue.
- Remind and reinforce with your child that fighting and play-fighting games are not allowed in School.

## **Rewards**

- Praise and encouragement.
- House Points can be awarded to contribute to the totals on the House Team Board.
- Responsibilities and privileges.
- Stickers
- Star of the Week awards
- Building Learning Power Awards
- Time to Celebrate Visits to the Headteacher and SLT

## **As a school we will not accept:**

- Refusal of requests by adults
- Dishonesty including stealing
- Bullying of any kind including name calling, hurting others, all types of bullying, threats and intimidation
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Abusive or foul language to anyone
- Damage to property, including graffiti

## **Sanctions**

Children who consistently fail to meet agreed expectations may be subject to any of the following sanctions:

- Verbal Warning.
- Visual aids to issue warnings (for those children in EYFS/KS1 or those with additional needs)
- Time out in another class.
- Indoor Supervision. (playtime/lunchtime)
- Sent to a member of SLT
- Sent to the Headteacher.

Other reward/sanction strategies can be used **ONLY** for individuals or small groups of children that need them (consistently displaying uncooperative behaviour), including behaviour cards/charts.

If a child is persistently uncooperative, we shall contact the parents to discuss the problem, so that we can work together to help the child. Following discussion with the parents, these courses of action may take place:

- School and parents initiate a behaviour modification programme.
- Involvement of other agencies e.g. Pupil Support Services.
- In serious cases, where children present a safety risk to either themselves or other children, or where children have constantly disobeyed School rules this may result in either: Fixed-term exclusion or Permanent exclusion.

We request the active support of all parents in helping ensure that children do not bring onto School premises anything which could cause danger to either themselves or others. Prohibited items include weapons, alcohol, illegal drugs and stolen items.

Staff will not give or threaten corporal punishment to a child.

### **Additional Courses of Action**

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.

### **In Year Fair Access Protocol**

The local authority has developed, with its Headteachers, an in-year fair access protocol (FAP) to ensure that access to education is secured quickly for children who have no school place, and to ensure that all schools in an area admit their fair share of children with challenging behaviour.

The main principles are:

- That all maintained schools and academies must participate.
- Schools and academies will continue to admit the large majority of pupils who apply for an available place under normal admission arrangements.
- A panel composed of Headteachers and Local Authority Officers will meet approximately every 3 weeks to consider cases referred to it and make recommendations.
- Arrangements for admission through the protocol will be outside the normal operation of the admissions policy and oversubscription will not be regarded as a reason not to admit a pupil.
- Pupils referred to a school or academy via the in-year fair access panel will take priority over any other children on a waiting list for a place.

Parents will still have a right to appeal to an independent panel for their preferred school, but information will be given to that panel if a more appropriate school has already been identified for that pupil under the terms of the protocol.

A school based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management Advice from, or referral to the Behavioural Support Team or other external agencies (e.g., Learning Support Advisory Team or Educational Psychology) Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

### **Assessment and reporting**

Where a child's behaviour is observed as unacceptable on a daily basis or a parent has expressed a concern staff, it is school policy that **All Bullying MUST** be logged on the management information system.

(CPOMs)

Violent incidents and use of Physical Intervention must be recorded on CPOMs and logged under correct category, tagging in the headteacher and SLT.

Racist and Homophobic incidents must be logged in the office on the appropriate reporting form and logged on the management information system. (CPOMs)

### **Safeguarding Children in Modern Britain**

The expression of extremist views by anyone in school will not be tolerated. Therefore, we will take swift and decisive action where issues of this nature are brought to our attention. Namely, that we expect all staff to encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views.

As a school if we believe that a child is being abused through extremism, a DSL will be notified, and we will consult in the normal way with Family Connect and seek advice as to whether to initiate a referral to the 'Prevent' team. As with all referrals this will be dealt with by the appropriate professionals. Our policy also recognises that the local police can be contacted in imminent circumstances and at [prevent@westmercia.pnn.police.uk](mailto:prevent@westmercia.pnn.police.uk)

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **The Power to Discipline Beyond the School Gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are and that they are lawful.

### **Educational Visits.**

Children partaking in school organised educational visits or residential activities are expected to show good behaviour at all times. However, the following procedure to manage inappropriate behaviour must be adhered to.

Step 1 – Verbal warning

Step 2 – Verbal reminder of warning and child moved to be with the teacher leading the visit

Step 3 – Child removed from immediate area for 1:1 time out and discussion with teacher leading the visit. Other children in this teacher's care must remain in appropriate child: adult ratio.

Step 4 – Where appropriate and necessary (in cases where the child's behaviour poses a risk to others) the teacher in charge of visit should telephone school to arrange for a parent to collect their child or for the headteacher to collect them and return them to school. The Headteacher will collect using the school minibus and the parents will be informed that this action will take place.

### **Walking to and from school.**

At these times the children are the responsibility of their parents. When a complaint or concern is brought to the attention of the school about a pupil's behaviour during these times, the school will discuss with the pupil and issue a verbal warning, and if deemed necessary, will notify the child's parents of the concern and

notify them that due to this being brought to the school's attention we are required to act upon it. We will ask parents to follow up the incident, as they feel appropriate.

If school receives repeated complaints and reports about the same child's behaviour when walking to and from school, we will request that parents accompany their child to and from school.

**When a child is reported to us for demonstrating unacceptable behaviour whilst wearing school uniform in the wider community the above action will also apply.**

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

**Searching and Confiscation.**

School staff can search pupils **with their consent** for any item, which is prohibited by the school rules. A teacher should ask the pupil to empty their pockets or show the contents of their bag. If a pupil refuses to comply with this request a teacher can apply disciplinary procedures that may apply to the breaking of a school rule. The Headteacher or a member of staff authorised by the Headteacher can search a pupil **without consent** if they have reasonable grounds to believe that the pupil may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images and any article that the 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 (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules that has been identified in the rules as an item, which may be searched for.

**Confiscation**

School 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 school discipline.

In both incidents of a search and/or confiscation, a written log on the appropriate form should be completed and then uploaded to CPOMs for that child's records.

**Power to use reasonable force**

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

What is reasonable force?

- (i) 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.
- (ii) 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) 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.
- (v) 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.

- (vi) 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.

### **Physical Intervention.**

School will endeavour to call upon the SENDCO should the need for physical intervention arise, as she has undergone MAPA training, or a DSL if possible. Where restraint of a child is used a form will be completed, countersigned by the Headteacher and parents will be informed as soon as reasonably possible. The form will need to also be uploaded onto CPOMs to be added to that child's records. The actions that we take are in line with government guidelines on the restraint of children.

The head teacher will monitor any behaviour plans and make decisions regarding exclusions.

### **Outside Agencies.**

We work through a multi-agency approach to identify and seek help for those children who have emotional and behavioural difficulties and consult with these agencies to offer the best support for both the child and those around him/her.

### **Parenting Contracts**

Parenting contracts can be used in cases of misbehaviour or irregular attendance at school or alternative provision. Parenting contracts are voluntary but any non-compliance should be recorded by the school or local authority as it may be used as evidence in court where an application is made for a behaviour parenting order.

A parenting contract is a formal written signed agreement between parents and either the local authority or the governing body of a school and should contain:

- A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract; and
- A statement by the local authority or governing body agreeing to provide support to the parents for the purpose of complying with the contract.

The local authority or governing body should fund any support required to implement a parenting contract (such as referral to parenting classes) and provide information to parents about other types of support available, such as details of national and local agencies and helplines.

### **Statement on Harassment/bullying.**

Harassment/bullying is a form of behaviour, which uses intimidating threats or causes offence, by oral, written insult or innuendo, or physical violence. We believe that all children and adults in school should be valued, irrespective of age, gender, creed, race or lifestyle and deserve respect as individuals. We recognise that all staff, parents and visitors in school are important as role models to the children.

We therefore treat all adults in school in a respectful manner. Harassment/bullying is the unfair treatment of an individual or a group. It may take the following forms:

- Name calling
- Inappropriate jokes
- Derogatory remarks
- Teasing/taunting
- Being/feeling left out
- Physical violence
- Attack on property
- Offensive graffiti
- Incitement to racism



- Incitement to homophobia

### **Allegations against members of staff.**

Allegations should be reported immediately to the Headteacher or Chair of Governors. The allegation will be investigated as a priority and the member of staff concerned will only be suspended if there is no reasonable alternative. Allegations that are found to be malicious will be removed from personnel records and should not be referred to in references. Any pupil found to have made a malicious allegation against a member of staff would be subject to an appropriate sanction, which could include a temporary or permanent exclusion.

### **Dealing with Incidents**

All incidents that may be deemed, as harassment/bullying will be investigated by the Headteacher. Where appropriate, parents of all parties will be invited in to discuss the matter and the incident will be recorded using the appropriate forms. These recorded incidents will be monitored on a termly basis by the SLT and Headteacher and reported to the Governors.

### **Conclusion**

Our policy for good behaviour is based on several shared understandings about the way young children learn to behave. We understand that behaviour is learned in different situations and with different people and that it is not always transferable.

We value the way in which parents help their children to behave appropriately in different places and situations and see the environment of school, its activities and organised events as a continuation of this. We need and appreciate the support of parents in school.

We want Lawley Primary School to be a place where children feel happy, secure and enjoy coming to learn.

Documents used to support this policy.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283997/charlie\\_taylor\\_checklist.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie_taylor_checklist.pdf)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

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

<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

### **Headteacher Statement**

*The Headteacher of Lawley Primary has agreed the above Policy. This is in line with the curriculum aims recommended by the LA, which were adapted and adopted by the Governors of this school.*

**Headteachers signature .....**

**Date 2<sup>nd</sup> February 2023 and September 2023**

**(Review date – February 2024)**

## **APPENDIX 1**

### Governors' Written Statement of Behaviour Principles

#### **Introduction**

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour for Learning and Discipline Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the governors have consulted the Headteacher, staff, parents or carers of pupils, and the pupils themselves.

***This Policy was drafted with consideration to the DfE guidance for head teachers and school staff from January 2016.***

***([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)).***

The purpose of the statement is to advise and guide the Headteacher in drawing up the Behaviour for Learning and Discipline Policy by stating the principles, which governors expect to be followed. It follows the guidance issued by the Department for Education in September 2012 and will be reviewed in line with the Behaviour for Learning and Discipline Policy review, and in response to any changes in legislation and DfE guidance.

#### **Principles**

At Lawley Primary School the Governing Body believe that the Behaviour for Learning and Discipline Policy should be underpinned by the school values: Happiness, Courage, Respect, Friendship, Responsibility. They are outlined in "Our Vision"; and it should seek to embrace and carry forward the School's Mission Statement: to provide an environment in which every child is cared for spiritually, morally, socially, culturally, intellectually and physically.

#### **Statement in Practice**

The Behaviour for Learning and Discipline Policy will provide a clear direction and vision, helping to create and sustain the stable environment that is promoted in Lawley Primary School.

The Governing Body firmly believe that pupils learn from positive examples as they make connections between what teachers say and do. Therefore, being able to recognise the same five values across the school will promote consistency in staff expectations and behaviour throughout. This will allow and help learners to reflect and adapt their own behaviours on a daily basis. The values will help to support our school vision when articulated, lived and acknowledged by all. It is important; therefore, they are upheld around the school.

However, they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole school community. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to search, to use reasonable force, and to discipline pupils for misbehaviour outside school. Whilst recognising that these are extreme measures, to be taken in exceptional circumstances, the Governors advise that for the protection and safety of the whole school community they should be carried out only in accordance with the specific guidance issued by the DfE.

It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers.

### **High standards of behaviour:**

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

### **Inclusivity and Equality:**

Lawley is an inclusive school. All members of the school community should be free from discrimination of any description, and this is further recognised in our Single Equality Scheme and promoted in the day-to-day running of the school. The Whole School Behaviour for Learning and Discipline Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero-tolerance attitude. The Policy must therefore include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Whole School Behaviour for Learning and Discipline Policy and seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour for Learning and Discipline Policy's application may need to be made.

### **The Golden Rules**

The Whole School Behaviour for Learning and Discipline Policy must include details of the school rules. These should set out the expected standards of behaviour, displayed in all classrooms, shared with and explained to all pupils. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

### **Home/School Agreement**

The Home/School Agreement should mirror the statements made in the Behaviour for Learning and Discipline Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

### **Power to Screen and Search Pupils**

The Governors expect the Behaviour for Learning and Discipline Policy to clearly explain to staff and others with authority their powers in relation to the screening and searching of pupils for items which are 'prohibited' and/or banned in accordance with the school rules.

### **The Use of Reasonable Force**

The Governors expect the Behaviour for Learning and Discipline Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'reasonable force' should be included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour

management techniques.

### **The Power to discipline for behaviour outside the school gates**

The Governors expect the Behaviour for Learning and Discipline Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

### **Pastoral care for school staff**

The Whole School Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Whole School Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

This statement has been drawn in consultation with Governors staff, and pupils. The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent, contributing and responsible members of society.

Date of Creation: 28<sup>th</sup> August 2017

Reviewed: 2<sup>nd</sup> February 2023 and September 2023

Review: February 2024

# LAWLEY PRIMARY SCHOOL

## HOME SCHOOL AGREEMENT

Lawley Primary School

Planting the seeds,  
growing the future



Today's Date: [Date]

Child's Name:

Class:

### LAWLEY PRIMARY SCHOOL WILL...

- ✓ Value and monitor attendance and punctuality.
- ✓ Require that children are in school uniform and appropriately dressed for school activities.
- ✓ Provide essential resources in a safe, secure and welcoming environment.
- ✓ Identify children's abilities and set appropriate targets, providing appropriate support.
- ✓ Prepare and deliver interesting lessons to achieve the objectives of the national curriculum.
- ✓ Assess pupil's work regularly and liaise with parents when necessary.
- ✓ Provide a clear framework for rules and values, supported by positive behavior.
- ✓ Care for all pupils equally.
- ✓ Listen to and act upon parents/carers concerns and anxieties.
- ✓ Inform parents/carers of any problem with their child's work or behavior.
- ✓ Keep parents/carers informed about school activities and the opportunities to participate in them.

Signed C. McFuggin (headteacher)

### THE PUPIL I WILL...

- ✓ Attend school regularly, on time and ready to learn.
- ✓ Wear my uniform with pride and take good care of the equipment and the school environment.
- ✓ Always work hard and try my best at school and at home.
- ✓ Tell the teacher if anything is worrying me and ask for help if I need it.
- ✓ Keep our school rules and code of conduct.
- ✓ Respect everyone I meet and do not hurt anyone.
- ✓ Be kind, friendly, helpful and polite.

Signed \_\_\_\_\_ (pupil)

### THE PARENTS/CARERS WE/I SHALL...

- ✓ Ensure that my child attends school regularly, on time, and dressed and equipped appropriately.
- ✓ Encourage my child to make the most of the opportunities offered by the school, and give support and encouragement in schoolwork and homework.
- ✓ Inform the school of any concerns or problems, which might affect the work, welfare or behavior of my child.
- ✓ Attend Parent's Evenings and work with the school to help my child progress.
- ✓ Support the School's efforts to maintain proper order and discipline so that the school will be a safe and secure place for pupils and staff.
- ✓ Encourage good interpersonal relationships and liaise in a professional manner with school if there are any difficulties.

Signed \_\_\_\_\_ (Parent/Carers)

## Lawley Primary School



Discovery Unites Us!

### Search and Confiscation Record

<b>Name and Dob of child:</b>	<b>(Male/Female)</b>	<b>Class:</b>
<b>Reason for search:</b>		
<b>Names of staff carrying out the search and those staff acting as witness:</b> 1. 2.		
<b>Items found:</b>		
<b>Sanctions/Next steps:</b>		
<b>Parents contacted Y/N</b> <b>Date:</b> <b>Time:</b>		
<b>Details of meeting with parent and child following incident:</b>		
<b>Further interventions/outside agencies involved</b>		
<b>Signed:</b>		<b>Date:</b>
<b>Designation:</b>		

# Lawley Primary School



Discovery Unites Us!

## Reasonable Force/Restraint Record

<b>Name and Dob of child:</b>	<b>(Male/Female)</b>	<b>Class:</b>
<b>Reason for the use of reasonable force/restraint:</b>		
<b>Name/s of staff using reasonable force/restraint including any witnesses</b> 1. 2. 3.		
<b>Other agencies involved (please list with name and title)</b>		
<b>Sanctions/Next steps:</b>		
<b>Parents contacted Y/N</b> <b>Date:</b> <b>Time:</b>		
<b>Details of meeting with parent and child following incident:</b>		
<b>Further interventions/outside agencies involved</b>		
<b>Signed:</b>		<b>Date:</b>
<b>Designation:</b>		

## Good Behaviour for Learning at Lawley Primary School



Discovery Unites Us!

Name: Behaviour for learning	Class: I can do this	Date:	
Around school and my community	Always	Most of the time	Sometimes
I behave in a safe way around the school building and outside			
I know what unsafe behaviour is and how to keep myself safe in the community			
I am always on time for lessons			
I can manage my own behaviour and know what the consequences are if I don't			
I help to look after the buildings			
I collaborate and co-operate with others at playtime, lunchtime and when moving around school			
I show good manners because I understand how important these are in life.			
I know what bullying is and what to do about it			
My attendance is above 96%			
In my lessons	Always	Most of the time	Sometimes
I help to make sure that my behaviour lets everyone learn in lessons			
I am fully absorbed in my learning, I don't distract others and I am very enthusiastic			
I collaborate and co-operate with others in my learning			
I have a very positive attitude towards learning			
I encourage others to do well			
I ask and answer questions by putting up my hand			
I do the <b>best</b> I can and let others do the same			
I am polite and show respect towards others			
I drink water to help with my learning			