Behaviour for Learning Policy

Ratified by Full Governing Body: February 2026

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Signed by Headteacher	N.Hirst
Signed (Chair of Governors)	E.Worthen
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Aims

This document provides a framework to enable us to ensure that all of our children, regardless of background or circumstances, fulfil their potential within our Christian community. The school Christian Values of Respect, Friendship, Perseverance, Forgiveness, Compassion and Trust are applied when following this policy, and we will use this guidance to ensure that our children will be fully prepared for the future, with high self-esteem and having forged strong and respectful relationships with other people.

We want our children to be fully prepared for God's ever changing world.

Guiding Principles

1.1 Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by all adults including parents/ carers.
- Classroom behaviour can change and that we, as staff, can assist children to manage their behaviour more effectively.
- Staff and parents/ carers should work together to promote and encourage good behaviour.
- Consistently applied routines and systems empower children to understand and demonstrate good behaviour.
- All children, irrespective of ability, disability, race, gender and social origin should be treated the same in line with the Equality Act (2010).

1.2 Aims

- To encourage, uphold and act upon the school's core Christian values (trust, friendship, forgiveness, respect, perseverance and compassion), ensuring these are embedded and embodied in all aspects of school life.
- For staff and pupils to project themselves as good role models, co-operating and supporting one another, and treating each other with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation, and pupils to have high self expectations in all aspects of school life.
- For staff to develop and build pupils' self-esteem at every opportunity.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance, resilience and trustworthiness.
- To make provision for a safe and happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems using a graduated approach. **See Behaviour Support Pyramid, Appendix E.**
- To ensure that behaviour does not inhibit learning or impede potential.
- To encourage school/parent/carer partnership, to promote children's education and maintain high standards of behaviour.

Note: This policy incorporates many elements of linked policies but does not replace them. Sections taken from these policies are included for ease of reference but must be taken in context with the document as a whole.

1.3 The Role of Adults

All staff will ensure consistent levels of acceptable behaviour with the support of parent/carers and governors. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers will also ensure that the content of lessons supports an effective learning environment i.e. content, pitch,expectation, pace and pupil participation will impact on general classroom behaviour.

All staff are expected to follow the additional guidelines in the Appendix so that everyone is consistent in their approach to maintaining high standards of Behaviour for Learning.

1.4 School Christian Values

RESPECT
FRIENDSHIP
PERSEVERANCE
FORGIVENESS
COMPASSION
TRUST

Expectations for good behaviour at school are based on the Christian values shown above. When children consider these values and follow the example set by Jesus Christ, their behaviour is exemplary. These values are displayed in all classrooms and referred to regularly in Collective Worships and daily interactions with the children especially when discussing behaviour.

All children are expected to develop courtesy, good manners and mutual respect. Adhering to these values will help protect children from injury, ensure care for equipment, and maintain a hygienic and healthy environment.

There are additional guidelines in place for health and safety reasons which are outlined in the Appendix.

1.5 Rewards

At St Mary's we believe children are better motivated to behave well when good behaviour is praised and rewarded. Praise can be delivered in formal and informal ways; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

1.6 Rewards: 'Good to be Green' Behaviour Scheme

The school has a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the use of the 'Good to be Green' Behaviour Scheme .

The 'Good to be Green' Behaviour Scheme promotes positive behaviour, rewarding those pupils who consistently behave appropriately. We use child friendly, visual resources which allow the children to easily see how they are doing in each lesson. Each child has a green card and the objective is to 'stay green' all week.

Privilege cards are awarded for any action, effort or work that is over and above expectation. Children who are awarded a privilege card receive special platinum certificates and they can also be accumulated for an extra special treat for example, a craft or sport session with the Headteacher and Deputy Headteacher.

More details about rewards can be found in Appendix B

1.7 Sanctions: 'Good to be Green' Behaviour Scheme

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff and follow our 'Good to be Green' Behaviour Scheme, but with the provision for flexibility to take account of individual circumstances using a graduated approach. We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses are intended to:

- Provide clarity and consistency of suitable responses.
- Minimize disruption to others, especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour.
- Allow early involvement of parents/ carers, line managers, SENCO and other agencies.
- Do everything reasonably possible to avoid both internal and external exclusions from school.

When sanctions are applied, children should be helped to understand what they have done and why this is not acceptable. Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required regarding which step best reflects the most suitable sanction given with regards to the behaviour displayed. Depending on the nature of the offence this may range from a verbal reminder to permanent exclusion.

Behaviour concerns will be recorded on an electronic reporting system (CPOM[illegible]

adheres to current GDPR rules on holding information about individuals.

More information about sanctions is outlined in the Appendix.

1.8 Early Years Foundation Stage (EYFS)

During the EYFS, the school's Christian values form the foundations of good behaviour expectations. Each term a different value is the focus and when pupils are observed to show behaviour that matches the value, they are given a certificate to take home and share with parents /carers. In class, a tree display enables pupils to attach an item, e.g. an acorn, to the tree to show that they have demonstrated this value. This results in firm foundations of behaviour, children understand the values by the end of the EYFS and the values are embedded within them for the remainder of their school journey at Ashford St Mary's.

1.9 Exceptional cases

The school acknowledges that a small minority of children may, for whatever reason, lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with special educational needs (SEN) and those in the care of the Local Authority. For these children the whole school rewards or sanctions procedures may be insufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid exclusion (internal/external), while ensuring the safety of and supporting those other pupils affected. It is vitally important that parents/carers are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. One of the strategies that could be used at this point is Zones of Regulation.

Zones of Regulation.

The four zones: our feelings determine our zone

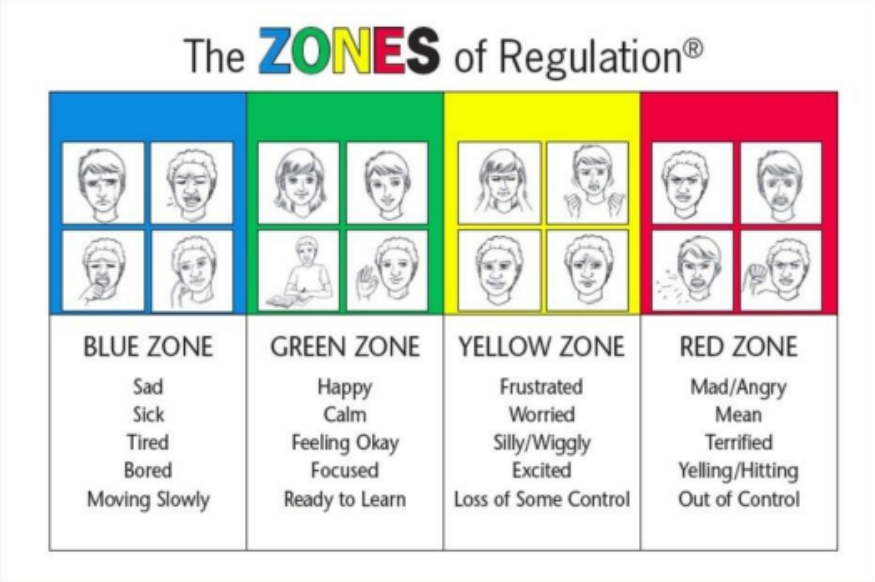
The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

All of the zones are natural to experience, but the framework focuses on teaching pupils how to recognise and manage them. For example, when playing on the playground or in an active/competitive game, children are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, children may still be in the Yellow Zone but have to manage it differently so their behavior meets the expectations of the library setting.



1.10 Restraint

DfE Use of Reasonable Force Guidance clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in de-escalation techniques.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

1.11 Bullying

Any form of bullying (including cyber-bullying) will not be tolerated at Ashford St Mary's. The school treats all incidents of bullying seriously. Children are taught how to recognise bullying and what they should do if they or someone they know is being bullied or has been affected by bullying. Pupils exhibiting bullying behaviour are supported to change that behaviour. More detail can be found in the Anti-Bullying Policy.

1.12 Parents / Carers as Partners

Parents/carers have a vital role in promoting good behaviour in our school, and so effective home-school liaison is important. At St. Mary's we give high priority to clear communication within the school and to a positive partnership with parents/ carers, since these are crucial to

maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in the school are aware of those concerns, and of the steps which are being taken in response. The class teacher has initial responsibility for the
pupil's welfare. Early warning of concerns should be communicated to parents / carers and the relevant key staff (depending on the type of need) so that strategies can be discussed and agreed before more formal steps are required.

We expect parents/ carers:

- To keep us informed of behaviour difficulties their child may be experiencing at home.
- To support the school in implementing its behaviour policy through positive reinforcement of expectations at home and at school.
- To inform us of any trauma (both physical and emotional) or need which may affect their child's performance or behaviour at school.
- To inform us of their child's ill health and any absences connected with it.

The school will:

- Promote a welcoming and supportive environment that engenders positive behaviour and attitudes.
- Give parents / carers regular constructive and positive comments on their child's work and behaviour.
- Encourage parents/carers to come into school on occasions other than parents/ carers' evenings.
- Keep parents / carers informed of school activities and opportunities through the school app and through the school websites.
- Ensure parents / carers are involved at an early stage when there are any concerns about their child.

Where a pupil's behaviour is causing concern, parents / carers will be informed and given the opportunity to discuss the situation. Parents/carers support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with the parents/carers.

1.13 Statutory Authority Regarding Pupil Behaviour and Discipline

We recognise that in accordance with the relevant laws and statutory responsibilities:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff and others (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- School staff have a legal power to use force and lawful use of the power will provide a defense to any related criminal prosecution or other legal action (Use of Reasonable Force, DfE 2012, updated April 2013).
- In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" - knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property (Use of Reasonable Force, DfE 2012, updated April 2013).
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.

- Teachers can confiscate pupils' property.

(Appendix D outlines the current laws and responsibilities relevant to this policy in greater detail)

1.14 Inclusion

At Ashford St. Mary's Church of England Primary School we believe that everyone should be included and there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors.

1.15 Review of the Behaviour for Learning Policy

The Behaviour for Learning Policy and linked documentation will be reviewed by governors on an annual basis. Views from all stakeholders will be sought including pupils, parents/carers and staff and used to inform the review alongside changes in national guidance, law or policy.

Appendix A: *Specific Guidelines relating to Property and Uniform*

A1 Food and Drink

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks. No treats i.e. given out for birthdays etc. are to be brought into school to be given out to others.

A2 Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not allowed to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

A3 PE Kit

Appropriate clothing must be worn for all PE activities.

Indoors: Bare feet/ plimsolls, navy / black shorts, white T- shirt

Outdoors: Plimsolls or trainers, navy / black shorts, T- shirt in their house colour, (tracksuit in certain conditions).

A4 School Uniform

The school has a separate school uniform policy. Uniform is supplied by County Sports and School Wear and can be purchased directly from Emporia Fabric and Craft, Park Mall Shopping Centre, Ashford. All school uniform must be clearly named. Parents/carers are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled, black leather shoes should be worn, no boots. Long hair should always be tied up with small, unobtrusive accessories.

A5 Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

A6 Mobile Phones

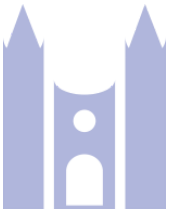
No child below Year 5 should have a mobile phone in school. If a pupil brings a phone to school it should be switched off whilst they are on school grounds and should be handed in to a teacher at the start of the day and collected again at the end of the day. School accepts no responsibility for personal mobile phones brought into school.

Appendix B: *Procedures for Rewards and Sanctions*

Rewards

A Dojo can be awarded by any staff member to any child at any time to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

B2 GTBG leaflet



ASHFORD ST. MARY'S SCHOOL

Good to be Green Behaviour Scheme

Good to be Green Behaviour Scheme

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code as in our behaviour policy.

The scheme is very visual, with child friendly resources which allow the pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times. 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

The children have decided upon the types of behaviours we should see in school and those which are unacceptable.

How it works...

- Each class has a large pocket wallet on the wall with a named space for every child.
- Each child has a green card.
- The objective is to 'stay green' all week.
- The reward for staying green all week is a 'super play' on Friday afternoon in KS1 and in KS2 they will receive a good to be green sticker.

Yellow warning cards

- At the beginning of each lesson the teacher will remind the children of the type of behaviour they expect to see.
- If a child does not adhere to the rules and expected behaviour they will receive a verbal reminder and if no change a yellow warning card, which they place in their space in the wallet.

- They are only allowed one warning. During the lesson they have the chance to earn their green card back and they can start afresh.
- **Every day is a new day and each day they will start on a green card.**
- If they earned a yellow card right at the end of the day they will have the chance to earn a green back at the beginning of the following day.

Red Consequence Cards

- If a child has received a warning card and continues to disrupt or not follow rules or instructions they will be given a red card to put in their wallet.
- They will not have the opportunity to win this back but will start on green at the beginning of the next lesson.
- The consequence of being given a red card is to miss their next playtime, or 15 minutes of lunch time play.

They will sit with an adult in silence, having discussed their behaviour.

- Red cards will be recorded.
- If a child receives 3 red cards parents will receive a letter or telephone call inviting them in to speak to a member of the senior management team to discuss their child's behaviour and what we can do together to support the child and see success and improvement.
- In the eventuality of a child deliberately hurting or causing malicious damage an 'instant red' card will be given and contact with parent/carers made on the same day.

Privilege Cards

- The children will love these.
- They will receive a special platinum certificate.

- Children can be awarded a privilege card for any action, effort or work that is over and above expectations linked to the school's values.
- They can also be accumulated for an extra special treat. For instance, 3 privilege cards = a tea party with the head teacher.
- The rewards will be reviewed and changed accordingly.

We hope this has made the scheme clear for you however if there is anything else you would like to know please do not hesitate to call and ask to speak to a member of staff that can help you.

B3 Physical restraint

Physical restraint should only be used in exceptional circumstances, usually where a pupil is posing risk to themselves or others. Please see DfE guidance for more detail.

DfE Use of Reasonable Force 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force . This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. 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 circumstances. 2 Section 93, Education and Inspections Act 2006

B4 Time out

If a pupil needs time out from their class they should not be “sent to” someone as a sanction without an accompanying member of staff, as there is no guarantee that the child will arrive or that person will be available. However, in situations where another staff member is required, they should be called for via the school office, who can determine the most suitable staff member available. The designated staff member should go to the child rather than vice versa in these instances.

B5 Exclusions

All pupils will be made aware that verbal abuse, physical abuse and threatening behaviour, which not only compromises their own personal health and safety and learning but also the health and safety and learning of others in our school, is not acceptable. While the school will always endeavour to take every measure to pre-empt this level of sanction this type of behaviour may result in fixed term or permanent exclusion. Any exclusion is reported to the Chair of the Governing Body and the Local Authority.

Parents/carers will always be informed of fixed term exclusions in writing and work will be set for the pupil to complete whilst they are not in school. At the end of the fixed term exclusion, a reintegration meeting will be held with the pupil and parent/ carers to agree a behaviour plan and any other steps needed to prevent further exclusions in the future.

B6 Recording and Monitoring

A weekly record is kept in each classroom of yellow and red cards given. Red cards are logged on CPOMS. Regular monitoring of weekly record sheets enables staff to identify trends and patterns in behaviours and any recurring behaviour issues.

Regular communication between home and school as well as daily feedback to the child regarding progress is used in cases where behaviour becomes a pattern rather than an instance.

B7 Behaviour Targets

Behaviour targets should provide unambiguous and, above all, achievable targets for the child's behaviour. These will be recorded and monitored daily either by the class-teacher or a member of staff acting as a mentor e.g. senior leadership team, learning mentor.

B8 Leaving the Premises

If a child should leave the premises without permission, staff should be aware of the risks of following them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

If a child leaves a classroom but remains on site, stay within visual contact. Once the child has calmed down, an appropriate staff member will attempt to approach the child and calmly persuade them to return to school and discuss the situation.

If the child refuses or leaves the site, parent/ carers should be informed immediately and asked if they would like the police to be informed (though the school reserves the right to do so of its own accord). If parent/ carers and emergency contacts are unavailable the police should be informed directly.

Upon returning to school, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour. The headteacher, or the member of staff in charge (in most instances the Deputy Headteacher), will decide on the consequence for the behaviour taking into account the full details relating to the incident.

B9 Movement in and around School

All movement in and around school should be quiet, safe and purposeful. The majority of the time children should be suitably supervised when moving around the school. Children not behaving appropriately should be encouraged to do so and reminded of what is expected or face sanctions for repeated lapses.

When moving around the school, pupils are expected to walk quietly, with respect for other classes and staff. Staff should accompany their class when moving between rooms and at the end of breaks and at the end of the school day. During busy periods, pupils should keep to the left of the corridors.

Occasionally pupils may walk around the school unsupervised. In these circumstances, children should be reminded of the expectations of them to walk sensibly and quickly to where they need to go and return as soon as possible. Younger pupils should (if unsupervised) be sent as a pair around the school.

All staff are expected to take responsibility for the safety and behaviour of pupils in their charge throughout the day around the school site and during any transitions between locations until handed over to other designated staff or adults, for instance during assembly or at lunchtimes or at the end of the school day.

B10 Playtime Supervision

Teachers, teaching assistants and midday supervisors are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each Key Stage. Supply teachers should cover the duty of absent teachers but should never be without support. When on duty, staff should circulate and take the opportunity to interact with children, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. Any incident requiring a red card should be reported to the class teacher at the end of playtime. Any negative behaviour at playtime should be dealt with by the adults on duty, or reported to a senior member of staff according to severity or frequency. Class teachers should be informed if there have been problems on the playground.

At the end of playtime, children should stop what they are doing and line up. Staff should supervise children going into the building including in the cloakrooms ensuring they return to the classroom quickly, calmly and sensibly.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers (or at lunchtime, midday supervisors) are responsible for the supervision of classes. It is permissible for year group teams to share supervision of indoor play allowing teachers a staggered break, provided that year groups are never left unsupervised.

Any child needing basic medical attention at playtime will be dealt with by the staff on duty in the playground. In the case of more serious accidents / injuries, a suitably trained first aider should be sought out.

B11 Playground Rules

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Children are not allowed back into school during playtimes without permission from a supervising member of staff and should use the outdoor toilets and drinking fountains during playtimes.

At no time are pupils allowed to play or mime physical wrestling or fighting games, games that necessitate running en masse as a class or group such as 'Bulldog' or any games that involve pushing others.

All other school rules are followed at break times as in school, and the same sanctions and rewards applied. In any cases of non-compliance, the class teacher should be informed. All issues brought to the attention of a supervisor at break should be dealt with in accordance with school policy and investigated, as well as being reported back to the relevant member of staff at the end of break.

Appendix C: *Additional Online Behaviour and E-Safety*

C1 Behaviour Online at School

All classrooms and areas used to access ICT display Pupil Acceptable Use Policy regarding Online Behaviour.

We recognise our statutory responsibility to monitor and regulate behaviour online and ensure that pupils are learning within a safe and controlled environment at all times.

Please refer to the school's Online (internet) safety policy for more details about behaviour online.

C2 Behaviour Online at Home

We have a statutory responsibility towards the wellbeing and behaviour of our pupils both in school and in some circumstances outside of school. Staff will take every appropriate action necessary if they become aware of any issues of bullying or cyber-bullying involving a pupil or another member of staff, whether on or off school premises, during working hours or otherwise. This is irrespective of the technology being used (such as mobile devices, Internet chat rooms or other group environments, networked links between computers or games consoles.)

Where behaviour online - whether in school or equally outside of school- has implications for the running of the school; poses a threat to a pupil or member of staff or could adversely affect the reputation of the school, the school has a statutory responsibility to deal with that behaviour. Where necessary the school will involve the relevant authorities. We will always meet our legal and statutory responsibilities in this respect.

Appendix D: *What the Law Allows*

DISCIPLINE IN SCHOOLS – TEACHERS' POWERS

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff and others (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- School staff have a legal power to use force and lawful use of the power will provide a defense to any related criminal prosecution or other legal action (Use of Reasonable Force, DfE 2012, updated April 2013).
- In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" - knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property (Use of Reasonable Force, DfE 2012, updated April 2013).
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

DEALING WITH POOR BEHAVIOUR

What the law allows

1. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

2. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

    a. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
    b. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
    c. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

3. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious

requirements affecting them.

4. The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents/ carers who have volunteered to help on a school trip.

5. Corporal punishment is illegal in all circumstances.

6. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS

What the law allows:

7. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

8. The school's behaviour policy should set out what the school will do in response to all non criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

9. Subject to the school's behaviour policy, the school may discipline a pupil

for: *any misbehaviour when the child is:*

a. taking part in any school-organised or school-related activity or

b. travelling to or from school or

c. wearing school uniform or

d. in some other way identifiable as a pupil at the school.

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

e. could have repercussions for the orderly running of the school

f. poses a threat to another pupil or member of the public

g. could adversely affect the reputation of the school.

DETENTION

What the law allows:

10. Teachers have a legal power to put pupils (**aged under 18**) in detention.

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

12. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
    a. any school day where the pupil does not have permission to be absent;
    b. weekends - except the weekend preceding or following the half term break;
    c. non-teaching days - usually referred to as 'training days', 'INSET days' or 'non contact days'.

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

Matters schools should consider when imposing detentions

14. Parent/carer consent is not required for detentions.

15. As with any disciplinary penalty a member of staff must act reasonably, as described in paragraph 3 above, when imposing a detention.

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

Detentions outside school hours

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

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parent/ carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent/ carer for the pupil. It does not matter if making these arrangements is inconvenient for the parent/ carer.

CONFISCATION OF INAPPROPRIATE ITEMS

What the law allows

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

18. The general power to discipline (as described in the bullets under the heading *Key Points*) and at the end of this sentence, enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

19. **Power to search without consent** for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

20. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
21. The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for headteachers, staff and governing bodies'

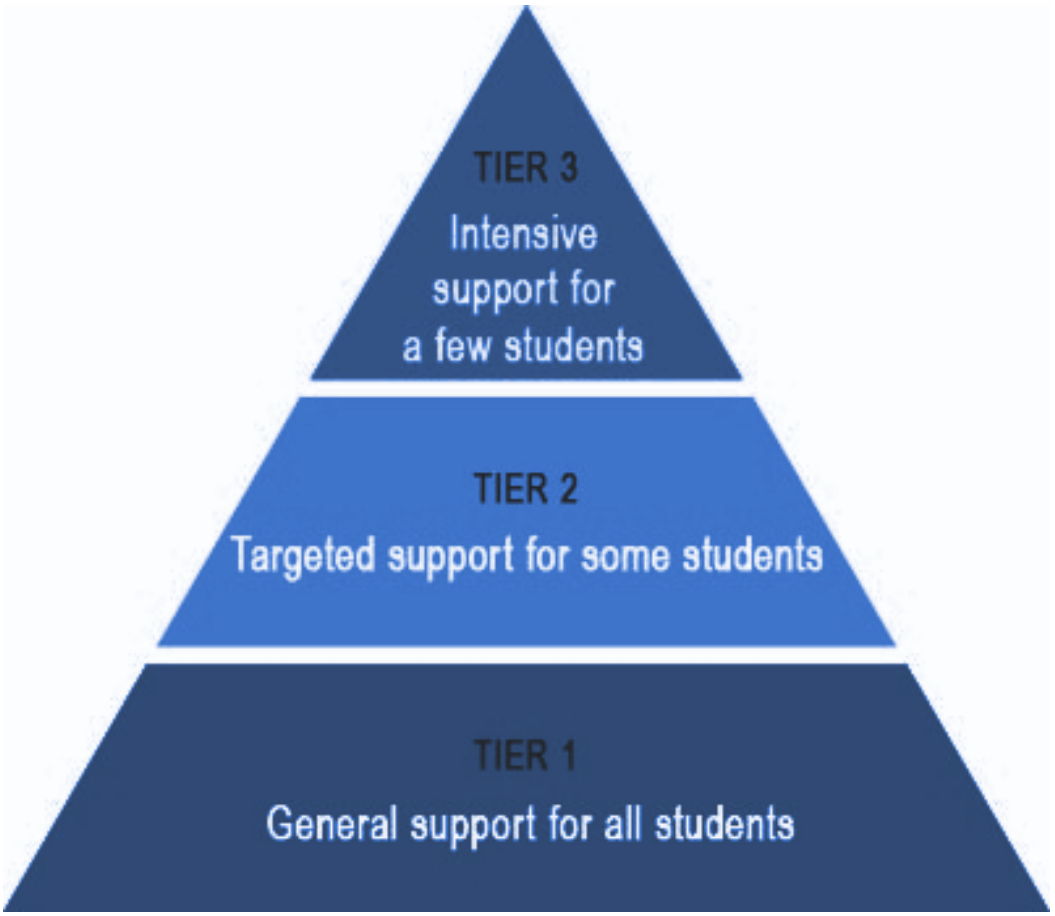
POWER TO USE REASONABLE FORCE

22. The legal provisions on school discipline also provide 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.
23. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.
24. Separate advice is available in 'Use of Reasonable Force – guidance for headteachers, staff and governing bodies'.

Appendix E

Behaviour Support Pyramid

Every child at Ashford St Mary's is supported through this **graduated approach**.



Tier 1
This tier of support will cater for the vast majority of pupils. Known as Good to Be Green by the pupils and staff.

Tier 2
This layer provides additional support which is tailored to the individual needs of a specific pupil. It includes a Behaviour for Learning Plan and Getting it Right Book. This is completed by Phase Leaders and the class teacher and may include input from parents/carers.

Tier 3
This includes intensive support through a Behaviour Support Plan. It includes a risk assessment and may include consultation with and support from outside professional agencies. The Headteacher, Deputy Headteacher and Inclusion Lead will play a key role in writing and monitoring this with the class teacher.

Individual Behaviour for Learning Plan (TIER 2)

Planning for an individual pupils' needs to reduce barriers to learning and increase progress.

Name of Pupil: **DOB:**	**Class:** **Year Group Date: On Track for KS Target:** Y/ N
Behaviour (s) to be supported:	
List Identified triggers/ function for behaviours:	
Proactive strategies to support his child:	
Review Date:	**Comments:**

INDIVIDUAL BEHAVIOUR SUPPORT PLAN (TIER 3)

Aim of Plan: To reduce the frequency/ severity of behaviours described below and provide a safe course of action for all concerned in the event of challenging behaviour occurring.

Name:	DOB:	Class:	Year:
Date:	CiC:	Attendance:	External agencies:
Information about the child:		Proactive strategies:	Strengths:

Current Level English: On track for KS Target: Current Level Maths: On track for KS Target

Description of behaviour	**Known Triggers**	**Function of behaviour**	**Ways of avoiding problem**	**What to do if behaviour occurs**
Describe behaviour – be objective; use clear, accurate and precise descriptions.	*External: Such as: people, demands or contexts. Internal: Such as hunger, pain, sensitivity or mood.*	*Describe what you believe to be the child's intention; what is the pupil trying to communicate/ achieve?*	*Proactive strategies e.g. diversion, diffusion and de-escalation should be at least 95% of how we manage pupil behaviour.*	*Describe what actions are taken to deal with behaviour – note use of any sanction*

How will progress be recorded?	**Frequency chart**	**STAR chart**	**Other (e.g. traffic light recording)**
Please indicate which chart you will use.			