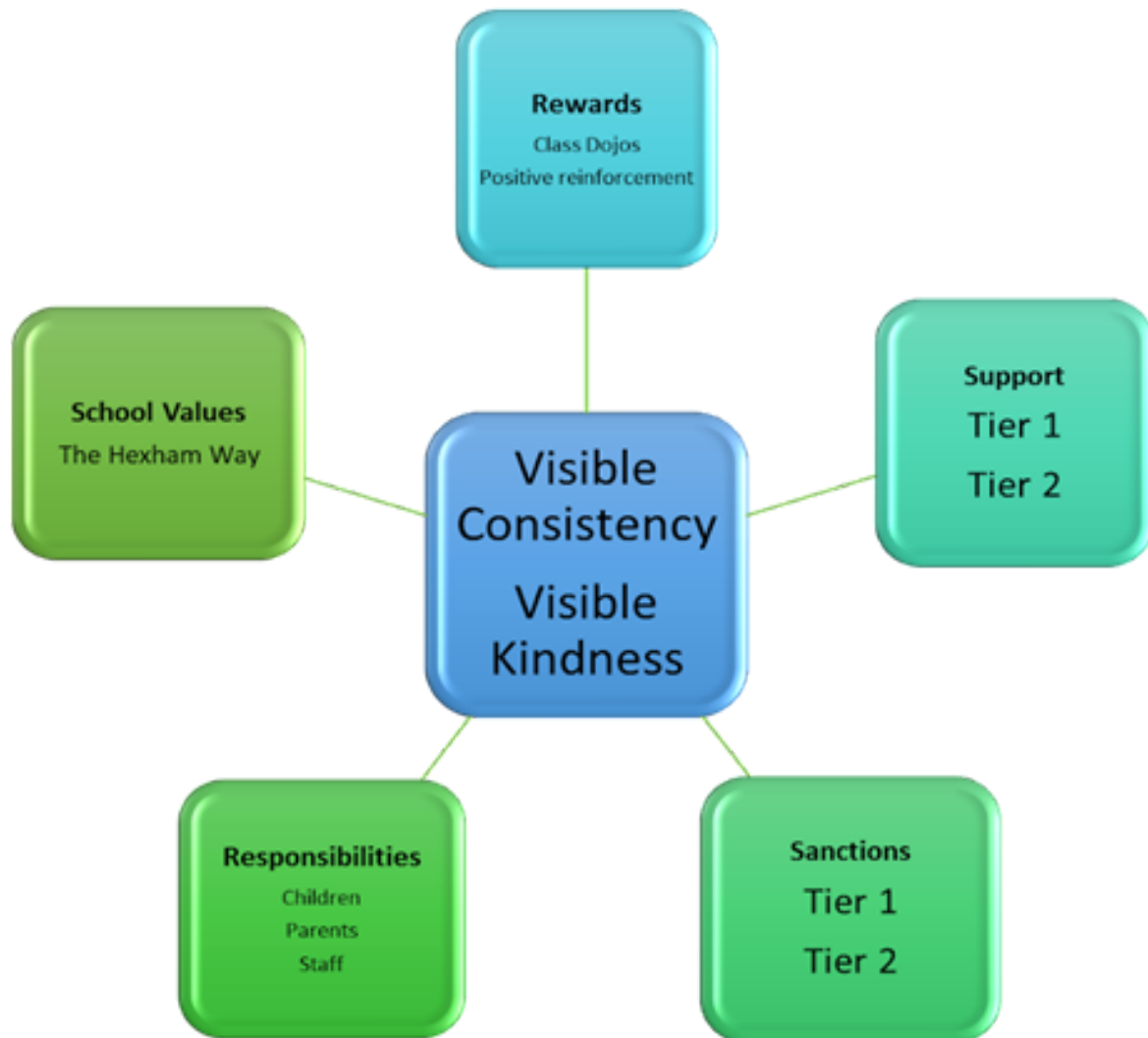


Hexham First School Behaviour Policy 2023



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1. Values

We believe that every child needs to feel valued, involved and appreciated in an environment of mutual respect and kindness. All staff at Hexham First School have very high expectations of behaviour at all times and we believe in managing behaviour positively through a consistent whole-school approach, which reinforces and recognises good behaviour. We wish to develop healthy, happy, confident children who are ready and open to learning. Our day to day approach will be patient and positive, knowing that children are individuals and respond well to praise and rewards. However, negative behaviour will not be ignored. It will be addressed through specific support strategies and consequences. The adults in the school are calm, caring and considerate, providing excellent role models for the children to follow. The Hexham Way helps foster discipline and mutual respect between pupils and between staff and pupils and is at the heart of this policy. These values are modelled by our whole school community so we can promote the development of them in our children. The children are encouraged and rewarded for demonstrating these values in school and at home.

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children want to attend and where they can learn and thrive.” (Behaviour in Schools: July 2022 – DFE)

2. Aims

At Hexham First School we:

- Encourage all our children to be kind, caring and considerate to one another and strive to follow our Hexham Way.
- Have a shared understanding of appropriate/desired behaviour and attitudes and the ways in which we encourage and celebrate these
- We have high expectations for standards within the classroom with emphasis on good work habits, personal challenge and achievement for all abilities.
- We have high expectations for learning, for behaviour for learning in the classroom and for behaviour beyond the classroom.
- We place emphasis on self regulation in and around the school, safe play and care for others.
- We encourage school/parental partnership, to promote children's education and maintain standards of behaviour.
- We use de-escalation strategies and put additional measures in place (when appropriate) in order to avoid further behaviour issues arising and recurring.
- We ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- We have clear systems which promote positive behaviour via Class Dojo
- We provide a robust and caring system for those children who may have emotional and behavioural difficulties in order that they and their peers may learn in a safe and respectful environment.

“High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.” (Behaviour in Schools: July 2022 – DFE)

3. Roles and Responsibilities

School Staff

All school staff have an equal responsibility for the welfare and behaviour expectations of children in school. Staff have both discussed and agreed the school aims and strategies to encourage good, and discourage bad behaviour and bullying. All staff have a shared responsibility to model appropriate behaviour and safety within school.

Children:

Adults ensure that children in their class have a thorough understanding of The Hexham Way (appropriate to their age and a pupil's special educational needs) and how to follow it.

Governors:

School governors have agreed to this Policy with regard to the welfare and behaviour expectations of children in school and support the school staff in its implementation.

Parents/Carers:

Parents are asked to read this school policy, with regard to the welfare and behaviour expectations of children in school behaviour and discipline expectations, and thereafter support school staff in meeting the school aims. Our school policy is to involve parents/carers as soon as possible (when behaviour does not meet the required standard) and to work closely with them until behaviour problems are eliminated. Parents are asked to sign the home school agreement.

4. Rewards

4.1 Class Dojo

Our aspiration is that pupils will demonstrate exemplary behaviour and an excellent attitude to work at all times. As a result, our whole-school reward scheme 'Class Dojo' focuses on promoting, encouraging and rewarding learning behaviours linked to The Hexham Way that will benefit children during their time in school and beyond, as lifelong learners. We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. **All systems are flexible to take account of individual circumstances and needs.** The emphasis of the school Behaviour Policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Class Dojos are highly visible on the interactive whiteboards and encourage children to make the right decision with regards to their attitude and behaviour. Children take ownership of their own behaviour and enjoy working hard to win the Dojos. Points will be rewarded for following The Hexham Way along with some specific targets relevant to the child's class. Class teachers can look at weekly reports to show how successful individual children have been and children will be rewarded with certificates linked to The Hexham Way on a weekly basis. Bronze, Silver and Gold and Platinum certificates will be presented in school assemblies for larger numbers of Dojo points accrued. At the end of each term, the class with the most Dojo Points, collectively, will be rewarded.

<i>Bronze</i>	<i>25 points</i>
<i>Silver</i>	<i>50 points</i>
<i>Gold</i>	<i>100 points</i>
<i>Platinum</i>	<i>150 points (Letter from HT to parents)</i>

4.2 Positive Reinforcement

Staff may also wish to individually reward and celebrate outstanding effort, work and behaviour. The following bullet points give examples of rewards a member of staff may use, in addition to the Dojo points:

- Direct verbal praise to the child and parent in recognition of their effort
- Written comments in work books and a note made in home to school diaries
- The use of stickers or stamps to reward specific behaviour or success in a task which can be attached to work or worn by the child
- Sharing of good work with the Head Teacher, with appropriate rewards

Strategies used in individual classrooms are communicated by the class teacher to all staff working in each class so that there is maximum continuity for children during the school week.

A positive environment built upon excellent relationships underpins our approach. Some examples:

- A smile
- Thumbs up
- A 'thank you'
- Acknowledgement of appropriate behaviour
- Genuine interest in activity
- Enthusiasm for pupils' learning
- Reinforcement of learning
- Listening
- Positive comments specifically relating to effort or behaviour
- Comment to parents verbally or in a reading diary/homework book
- Sharing children's successes with peers
- Honest, specific feedback.

5. Sanctions

Where appropriate, staff will impose a sanction, as a consequence, to deter future poor behaviour. When imposing a sanction staff should ensure:

- The sanction is appropriate to the age, developmental stage and needs of the child
- Relationships are maintained – making it clear that a sanction is to support the alteration of behaviour, rather than punishment
- Behaviour expectations are reviewed and revisited with the child
- The child has clarity about the specific rules that are being broken; the impact of this and the consequence.

Behaviour which is **NEVER** acceptable

- Bullying
- Violence of any kind (e.g. hitting, kicking, nipping, biting, pushing, and spitting)
- Racial, homophobic or other discriminatory abuse
- Verbal abuse (e.g. swearing, name calling, 'winding up', teasing, being cheeky, and threatening)
- Leaving the classroom or school without permission (e.g. running away, refusing to come into or hiding in the school building)
- Deliberately destroying or damaging the school building or its property.
- Stealing (from school or others)
- Telling lies or blaming others

- Stopping other children from learning and persistent disruptions
- Refusing to learn or ignoring instructions (including going into 'huffs')
- Serious safety breaches e.g: deliberately coughing on or spitting at someone

Wherever possible, consequences should occur immediately after the 'incident' and reinforce the desired behaviours. Whilst staff aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the school and the specific context in which each set of behaviours occurs.

5.1 Tier 1 Sanctions

Tier 1 Sanctions will apply

The following are examples of possible sanctions:

- If a child is thoughtless, or careless with school property, or property belonging to a pupil, they may be asked to spend some of their time tidying or reorganising the aforementioned property
- If a child deliberately damages school property, or property belonging to another pupil, parents may be asked to support the school, by making a contribution towards the cost of the damaged item - if damage to school property is sufficiently serious, a formal letter warning pupils about their future conduct, may be sent home to parents at the Head teacher's discretion.
- If a child hurts someone, they may be asked to write a letter of apology in their own time and give a verbal apology
- If a child breaks playground rules they will have 'time out' from playtime on the yellow line or remain under supervision inside the school building
- If a child is repeatedly wasting learning time, they may be asked to make up that time at playtime or lunchtime, under the supervision of the teacher in question. They may also be asked to complete the work at home.

If the inappropriate behaviours continue, resulting in the continued disruption of lessons or break times, inhibiting the learning or play of the other children in the class, the child may be removed from class with the agreement of the Head Teacher

Responding to low-level disruption

Low-level disruption, at any point during a lesson, can have a detrimental impact on learning for individuals or the whole-class group. As a result, members of staff will move quickly to address any 'low level disruption' or 'off task behaviour'. The actions a member of staff decides to take will be those deemed most appropriate for the age, developmental stage and any additional needs of the child. The following are examples of how staff may address and challenge 'low level disruption' or 'off task behaviour':

- A firm 'look' from a teacher or support assistant
- Proximity praise (praising a child nearby who is behaving appropriately)
- Tactical ignoring
- Waiting and scanning
- Pause in talk
- Moving towards the child or group while talking, using non-threatening body language
- Restatement of request followed by repetition of class rule
- Use of individual's name within sentence, to remind them of the behaviour you want to see
- The use of a signal, familiar to the whole class or group
- Reminding the child of the consequences, if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- The use of humour (but never sarcasm) to defuse or deflect challenges.

Responding to repeated disruption

Should low level disruption persist or be repeated, during the course of a lesson, the following strategies may be used by staff:

- Speaking quietly, calmly and assertively
- Refocusing on the task, asking if the child needs any help
- Continuing to use the language of choice - being clear with the children that they are able to make choices in managing their behaviour
- Giving a face-saving choice when possible
- Allowing take-up time – moving away in the expectation that the child will do as expected
- Describing the behaviour, not the child as the problem
- Using 'I' messages, not 'you' messages
- Removing the child, where possible, from being the centre of attention
- Giving the child time to calm down, before following up the incident with discussion

If a child demonstrates misbehaviour, the following consequences will be applied in a graduated manner depending upon the severity of the behaviour.

1. Verbal reminder making it clear that the behaviour has fallen below expected standards for that child
2. Final reminder and Tier 1 support offered (see support steps)
3. Child goes to a designated area of the classroom for 10 minutes. step 1 support offered (see support steps)
4. Removal from class - child is sent to another classroom for the rest of the morning/afternoon respectively. Tier 1 support offered (see support steps)

Removal from class

Removing a child from class will give the child time to calm down and reflect on his/her behaviour. The child will be removed from class and class mates for a set period of time. This may be a morning / afternoon session, break time / lunchtime or full day.

Furthermore, appropriate actions will be discussed and apologies made to the injured parties. A record of the events will be documented on CPOMS. As well as recording the incident, parents will be informed, either via telephone, or when the child is collected at the end of the school day. If necessary a further meeting will be arranged between parents, the class teacher and the Headteacher. The outcome of this meeting will be a clear plan of action to support the child to improve their behaviour in school and may be recorded on an Individual Behaviour Plan. Racist, Homophobic or Discriminatory behaviour will also be reported to Northumberland County Council.

Lunchtime behaviour

Lunchtime supervisors will monitor the behaviour of children at lunchtimes and encourage the children to follow The Hexham Way . Class teachers will be informed of specific children setting a good example and following The Hexham Way, and Dojo points will be added by the class teacher. Lunchtime staff will check with class teachers on a daily basis to see if any issues are likely to impact lunchtime behaviour.

If a child demonstrates misbehaviour at lunchtime, the following consequences will be applied in a graduated manner depending upon the severity of the behaviour. We believe that good and thoughtful behaviour is essential for effective learning.

1. Verbal reminder making it clear that the behaviour has fallen below expected standards for that child
2. Final reminder and Tier 1 support offered (see support steps)
3. Child goes to a designated area of the playground for 5 minutes (Yellow line) Tier 1 support offered (see support steps)
4. Child is sent inside to the Headteacher for the rest of playtime. Tier 1 support offered (see support steps)

Behaviour outside the school gate

We are aware that Hexham First School has a statutory power to discipline pupils for misbehaving outside of the school for example, taking part in an organised school trip, travelling to and from school, wearing school uniform or in some way identifiable as a pupil from the school.

5.2 Tier 2 Sanctions

Tier 2 Sanctions will apply to one-off incidents and/or persistent disruption

There may be an occasion when the Headteacher needs to consider suspension or exclusion. This can be in response to (a) a serious one-off incident, (b) for persistent disruption or (c) when a number of intervention strategies have been tried without success.

All decisions with regard to any suspension or exclusion will be made by the head teacher/teacher in charge and will be in line with the DfE exclusion guidance (see below). Suspensions or exclusion of any kind requires serious consideration and will always be a last resort. Hexham First School promotes inclusion and we will work extremely hard to ensure the wellbeing of all pupils and staff is a priority.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Suspension from school

A suspension is where a pupil is temporarily removed from the school because of poor behaviour. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, we will work with external support to look at whether additional strategies need to be put in place to address behaviour. It is important that during a suspension, pupils still receive their education and we will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Permanent exclusion is a last resort and will only be used in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The head teacher can sanction a permanent exclusion for serious one-off incidents. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Permanent exclusion may be facilitated by:

Managed move

A managed move is an agreement with another local school for the pupil to make a fresh start on an initial, trial basis.

Pupil support units

Pupil Referral / support unit Placement - A short term placement in the pupil referral unit with the aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil-centred planning and solution focused support – ultimately leading to successful educational integration.

<http://www.pru.northumberland.sch.uk/website>

Recording Exclusions

For any suspension or fixed term exclusion the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any suspension or exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period suspension
- Inform the local authority of the pupil immediately of any permanent exclusion.

6. Support

Support will be offered in response to misbehaviour or alongside sanctions, as appropriate.

6.1 Tier 1 Support

Zones of Regulation

Zones of Regulation will be used to support a child if they are struggling to regulate. The Zones of Regulation is an internationally-renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Hexham First School, we use Zones of Regulation throughout the school. We teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want children at Hexham First School to grow into successful teenagers, then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

The Zones: A concept used to help children learn how to self-regulate. The Zones of Regulation creates a system to categorise how the body feels and emotions into four colored Zones with which the children can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The child feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The child's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Zones of Regulation			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

Toolbox

Staff will support children with a collection of calming and alerting strategies a child can pull from depending on the present need to aid self-regulation

THRIVE

We have recently introduced the Thrive approach to working with children, specifically in Early Years. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially during off site visits (break and play) times where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Kindness Respect Resilience Ambition Curiosity Confidence Uniqueness Safe

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

At Hexham First, the Thrive approach is currently being embedded across Early Years where we have one licenced THRIVE practitioner. Teachers and class staff use class action plans to deliver right time learning for social and emotional health. The Thrive Approach is based on neurological evidence which addresses brain development so that all children learn to regulate their emotional responses, develop resilience and manage disappointment and frustration. All children (and adults!) need a little emotional support when things go wrong. Thrive provides a way of understanding and addressing the emotional social development of all children. It pays specific attention to children as and when they experience interruptions to that development wherever and for whatever reason they arise.

The 4 guiding principles of the Thrive approach:

1. Every child is a unique person, constantly developing and learning in different ways and at different rates, each with his/her own abilities, talents and potential to be fulfilled.
2. Children's healthy development, emotional well-being and learning are crucially dependent upon and prompted through positive relationships.
3. Children flourish when they are confident, self-assured, capable and resilient.
4. Children Thrive in enabling environments, in which their individual development, learning experiences and needs are understood, responded to and supported through strong partnerships with parents/carers.

Schools that have introduced Thrive report reduced classroom disruption, improved attendance and better educational attainment. Parents also report improvements in relationships with their children as well as improved behaviour. Children themselves say they feel better understood and they get more out of school. They learn to love learning. With the support of the Thrive approach, adults learn how to help children and young people to:

1. Feel good about themselves
 2. Know they matter
 3. Become more resilient and resourceful
 4. Have a positive place in society
 5. Form trusting, rewarding relationships
 6. Be creative
 7. Be compassionate and empathetic
 8. Be thoughtful and self-aware
 9. Be productive
 10. Be able to overcome difficulties and setbacks
- Our priority at Elm Tree is to care for our children in a secure, friendly environment enabling them to be successful in school and in their daily life.

6.2 Tier 2 Support

If the pupil's behaviour does not improve, a meeting will be held with parents, the class teacher and a senior member of staff in order to agree on an action plan to support the child, involving outside agencies such as:

- School Nurse

- Educational Welfare Officer
- Inclusion Support Services
- Behaviour Support Services
- Educational Psychologist
- Community Paediatrician
- Social Services
- Family Support/Early help worker
- Primary Mental Health
- Children and Young People's Service
- We may also offer in school interventions to support the child eg sensory circuits/ zones of regulation.

Hexham First School promotes early intervention and there may be times when an Early Help Assessment is carried out by staff to coordinate the support required to help pupils make progress with their behaviour.

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Families/Early%20help/EHA-FAQ-Leaflet.pdf>

7. Health and Safety expectations

Food and drink

Children may bring fruit from home to eat at morning play. They may also obtain fruit at breakfast club and in EYFS/KS1 through the National Fruit Scheme.

Jewellery

Watches are the only items of jewellery which may be worn at school. Watches are to be removed before PE/Swimming PE. Smart watches that connect to the internet or a mobile phone are not allowed in school for safeguarding reasons.

School Clothing

The school has a separate school uniform policy. Parents/carers are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled sensible shoes should be worn. Black shoes not trainers. Plain socks/tights to be worn.(navy, grey, black and white) All clothes and shoes to be clearly named.

PE Kit

School uniform policy to be observed.

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. Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

Mobile Phones

Mobile phones can only be brought to school by Year 4 children who walk to/from school on their own. They are handed to the office for safe-keeping on arrival and collected from them at the end of the day.

Confiscation of inappropriate items

This policy aligns with the description of what the law allows in 'Behaviour in Schools:' July 2022 (DFE) and 'Searching, Screening and Confiscation:' July 2022 (DFE)

The law enables school staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. They can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law also protects them from the liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Any item which staff consider to be dangerous or criminal must be brought to the attention of the Headteacher immediately. If a member of staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police. The Headteacher has the right to decide whether an item is to be confiscated and retained, passed onto appropriate authorities, disposed of or passed back to the parent.

Positive handling

Schools have a legal duty of care for all pupils. Hexham First School acknowledges that, in exceptional circumstances, staff may be required to physically restrain pupils if they are putting themselves or others at risk. Physical restraint may need to be used to control or restrain. It will only be used as a final option and staff will always try to intervene verbally before using this. Where staff fear for their own or another child's safety and the pupil is not responding to a verbal request, help should be sought before intervening.

Physical restraint can be used to prevent pupils:

- from hurting themselves
- from hurting others
- causing damage to property
- Committing an offence

Following this, parents will be informed at the end of the day, by telephone or meeting after school, and a plan will be agreed for the following day. A record of these events will be recorded on CPOMS.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. ('Behaviour in Schools:' July 2022 - DFE)

8 Appendices

8.1 SEND

Children with specific needs

The school acknowledges that a small minority of children for whatever reason lack the resources to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for specific specialist support which may be recorded as part of an Education Health Care Plan. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. Therefore, reasonable adjustments will be made especially for children with SEND and other children who require support with behaviour but who may not have identified special educational needs or disabilities.

Individual Behaviour Plans (IBP) will be developed for pupils who need a personalised approach to behaviour development and management. The need for an IBP will be identified by the Special Educational Needs Co-ordinator (SENCO), teachers and parents working in partnership to identify specific needs and solutions. Analysis of the sanction system may also identify the need of a personalised intervention for key children.

The school recognises the legal duty of care in the Equality Act 2010 in respect of safeguarding and in respect of pupils with protected characteristics: disability (SEND), race, gender, religion or belief, gender reassignment and sexual orientation. For some pupils their behaviour difficulties may be so severe and complex that they may require a more sensitive and differentiated approach through the development of an Education Health Care Plan. This will be determined by the SENCO and through Educational Psychologist advice. (See the Special Educational Needs and Disability Policy for more details).

We also recognise that specialist behaviour intervention is required for some situations and for pupils who continue to exhibit inappropriate behaviour despite our efforts to help them. These will be referred to the SENCO for further investigation. In some cases, the advice of an Educational Psychologist will be sought.

8.2 Recording Behaviour CPOMS

Should behaviours consistently fall short of those expected, over a period of time, or be deemed sufficiently serious in a single instance, the child will be seen by the Headteacher. Incidents referred will be documented accurately on CPOMS recording the date, time and a clear summary of events / behaviours. The Headteacher will analyse information on CPOMS and identify behaviour trends and share the information with class teachers and parents.

In addition to recording events on CPOMS, staff may also consider:

- Discussing difficulties with colleagues (e.g. SENCO)
- Requesting the SENDCO to carry out observations of the child in class, to identify possible causes for inappropriate behaviour
- Set up an Individual Behaviour Plan with the child and his/her parents stating clear short term targets, which will be revised daily with the child, and weekly with the parents
- Deciding on the time scale for implementation (approximately 1-2 weeks)
- Reflecting, with a named colleague, on child's progress with IBP targets and effectiveness of additional / amended provision or support.
- Consideration of further SEND assessments

8.3 Legal Framework

This policy has been written in accordance with guidance, including, but not limited to:

Behaviour in schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Keeping Children Safe in Education 2022

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Suspensions and Permanent exclusions in schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Evaluation and monitoring

Staff have an opportunity each week to discuss any issues or concerns.

This policy will be reviewed annually to ensure its effectiveness and relevance. Monitoring of the effectiveness of the positive discipline scheme will take place during lesson observations.

Policy Adopted : January 2023

Review date : January 2025