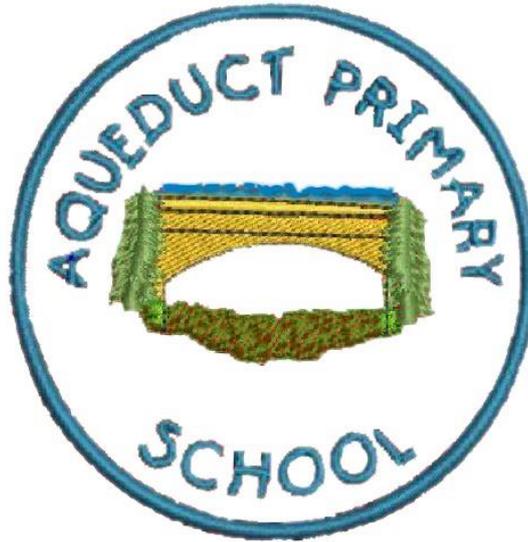


# Aqueduct Primary School Behaviour for Learning Policy



## 2016-2017

Written/Reviewed	November 2016/September 2017
Discussed and Agreed by Governing Body	
Discussed and Agreed by All Staff	September 2017
Next Review Date	September 2018
Copy to be kept in each class in Behaviour for Learning file	

Signed \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Organisation of the behaviour and discipline policy

This policy includes the following aspects:

Promoting good behaviour (daily expectations of behaviour) (Appendices 1 and 3)

Consequences and sanctions, including exclusions (Appendices 2, 4, 5-9)

Meeting the needs of the individual (multi-agency support for pupils)

Behaviour beyond the school gates and school day (Appendix 10)

Searching and Confiscation (Appendix 11)

The use of reasonable force (Appendix 12)

Pastoral Care for School Staff

Steps of Action/consequence unacceptable behaviour in class and play/lunch times (Appendix 4)

Additional Appendices: Master copies of recording sheets (Search & confiscation and use of reasonable force)

Appendices are not included on the website version of the policy. To request a full copy, please contact the school office.

## Our Aims

Aqueduct Primary School is a friendly, caring school with close links to parents and the local community. We believe the school needs to maintain a positive atmosphere in which there is a sense of community where every child and adult is valued. We aim to provide a broad and balanced curriculum and support the individuals' social, emotional and learning needs enabling all of our children to become enthusiastic and effective learners and happy people. We work hard, in partnership with parents, Governors and other people, to make sure our children feel safe, happy and confident. We aim to help them to develop attitudes, understanding and skills, which will enable them to make a positive contribution to the world around them, both now and in the future.

We reinforce positive behaviour and recognise the need for clarity and consistency. To reinforce positive behaviour and high respect for all, members of staff and each pupil are asked to consider and follow our six values.



Our values were chosen and agreed by pupils, parents, staff and governors. These 'Values' will be reinforced in the classroom, at play and lunchtimes and in assemblies. They will be used by all staff and pupils as the core of making the school a happy, successful and safe place to learn and for all to, consistently make the right choice to enhance their own lives and the lives of others. Each member of staff, from the Admin and Lunchtime staff and volunteers to the teachers, teaching assistants and Governors, will all wear a lanyard displaying these Values. They are also displayed outside in the playground as a reminder to all pupils when they enjoy their free time.

### **We aim to create a school in which:**

- Everyone can learn together and be happy
- All adults in the school, teachers, support staff, administration staff and lunchtime assistants, volunteers are good role models for our children
- All staff, children and parents can learn effectively
- Everyone can feel safe, comfortable and valued
- Children understand that their behaviour has consequences, both good and bad
- Parents and children support the school, its aims and our behaviour expectations

## Code of behaviour

Our school rules are linked directly to the 'Values' and to 'The Four R's' (see Appendix 9 for further details). In brief 'The Four R's' support our 'Values' and form the backbone of our belief in Building Learning Power.

## Promoting Good Behaviour

All staff focus on the good behaviour that we see in school every day. We are confident that positivity creates further positive effects. All staff encourage all children to reflect on their own, and others' positive behaviour.

- Staff praise children very specifically when they see good behaviour. Instead of 'Well done ...' staff will be specific about what it is they are praising or encouraging. This is the case in both spoken and written word.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them.
- Staff refer to previous positive examples of behaviour to highlight expectations for all.
- School and classroom rules are consistent, fair, simple and kept.
- Rules are regularly reviewed with staff and children together.
- When required, trained support staff work with pupils to give additional support to them, encouraging them to change patterns of negative behaviour.
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- Staff regularly inform children's parents of good behaviour or achievement by sharing a record of this as a 'yellow form' (Appendix 1 and 3)
- When children have worked hard on a task and produced excellent work this is displayed as an example. Work and creations that are brought into school by the children are valued and talked about positively. We encourage the children to talk about their learning and achievements out of school. They can bring in certificates, examples of their achievement, trophies etc. to show in our weekly Achievement Assembly.
- Each class has a Family Assembly throughout the year, when families are invited to come and watch and share their assembly time. This is another opportunity to celebrate the achievements of individuals and whole groups/classes.
- In PSHE, SMSC and RE lessons, children are taught the reasons why good behaviour is essential in our society to become a good citizen and how poor behaviour can spoil the lives of others and restrict their own life opportunities. In Reception, the behaviour

policy is also supported by the significant emphasis throughout the curriculum on the Characteristics of Effective Learning and the Leuvan Scales of Engagement.

- In assemblies children are encouraged to think and reflect. One assembly each week, led by Mrs. Lockley, aims to embed understanding of 'The Four R's' and of the Values.
- In all subjects children are encouraged to build positive learning power, focusing on 'The Four R's' - Resilience (Tough Tortoise), Resourcefulness (Sensible Squirrel), Reflectiveness (Wise Owl) and Reciprocity (Team Ant) (**Appendix 9**). The child's success in these areas will be noted in their books, with a tick or a smiling face next to the appropriate 'R'/'R's' on their success criteria. From Reception, children are encouraged to reflect on their own application of these learning powers. In Reception, you will hear children talk about how they have been a 'Tough Tortoise' or a 'Wise Owl'. As the children move through the school, they will take ownership of marking 'The Four R's' in their books and they become more fluent and confident in using the language of resilience, resourcefulness, reciprocity and reflectiveness. From Reception, children are supported in being able to do this. In our Achievement Assembly each week, each class teacher will select a pupil who has shown consistent evidence of one of the learning powers or one of our Values. The child who has been named each week will also receive a postcard home, from the Headteacher, Mrs. Lockley.
- Having focused on one learning power each term since introducing them during the academic year 2015-2016, we are now able to reference and have high expectations for all four learning powers. In Reception, children begin the year focusing on Resilience. In the spring term they focus on Resourcefulness and Reflectiveness and in the summer term, the focus is on Reciprocity. However, there is lots of talk around all four learning powers throughout the year, within meaningful contexts and the children do quickly become familiar with all four.

### Rewards

We believe that good behaviour should be consistently rewarded:

- Staff will praise a child immediately for their good behaviour and say why they are pleased with the child; the 'why' is crucial.
- Staff may give small privileges to children who behave consistently well, and to children otherwise who have made a special effort to do so. These may include, being first in a line, being able to have some time to choose their activity/learning task, an additional sticker or praise note.
- Each class has a jar and a set of marbles. Marbles are awarded to pupils particularly for good team work, group effort, an act of kindness that has impacted others positively.
- All staff have a 'Positive Praise Pinny' with stickers, dojo points and marble rewards in. These are given to children immediately to recognise good behaviour. All rewards are linked to the Values and the 4 Rs linked to building learning power.

- When appropriate, staff will reward a whole group (Marbles) for their co-operative support of individuals or each other; for good behaviour or achievement.
- In Reception, children each have a peg with their photograph on it. This is placed on the Tough Tortoise picture or one of the other learning powers pictures, when a child shows a super example of one.
- Children are encouraged to reflect on good behaviour; both their own and that of others.
- Exemplary behaviour or achievement will be commended by staff and will be rewarded via The Golden Book. Each entry can be supplemented with a Good Behaviour Yellow Form or a Good Learning Yellow Form that the child fills in, is signed by the adult giving the reward and sent home. The child can keep this form/these forms at home. There is a tear off strip at the bottom of the form, which parents are invited to fill in and return to school. Once the pupil has three entries in The Golden Book he/she will receive a Golden Certificate in the Achievement Assembly to celebrate their success.
- Teaching staff will endeavour to contact the child's parents (on the door at the end of the day or by phone and in Reception via Tapestry) to express how pleased they are with his/her behaviour.

### **Unacceptable Behaviour**

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended or hurt and to show they can keep to school rules and make other suitable reparation.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction.

Categories include:

- verbal fighting/name calling
- physical fighting
- homophobic/transgender related
- extremism
- racism
- biting/spitting
- bullying
- disturbing/disrupting others learning
- stealing
- telling lies
- destroying property
- swearing
- rudeness/poor manners

- leaving school grounds/classroom
- vandalism
- violence
- disobedience/disregard for school rules and procedure
- inappropriate behaviour
- drug related behaviour
- carrying a weapon

### Disciplinary Sanctions

When a child's behaviour is unacceptable, and staff decide that a sanction is necessary, the following stages will be referred to, and the most appropriate course of action determined. The sanctions may include a loss of privilege such as a break time or special time in class, 5 minutes time out in the class or in another classroom, a phone call home to parents or detentions. Detentions can be given to children from Reception onwards. They are generally not needed for children in Reception, as time-out, within the Reception classroom, is used, when appropriate.

Children's poor behaviour is dealt with in a number of ways. Children will always be given a number of opportunities to put right their own inappropriate behaviour through:

- Non-verbal prompts by adults
- Acknowledgement of good behaviour e.g. 'Thank you Jack for sitting so quietly'
- Verbal reminder about appropriate behaviour, actions and consequences.

All classrooms have the visual consequences of behaviour displayed with children's names on pegs or faces which can be moved down following appropriate warnings and reminders. The children can clearly see what they should be thinking about and what the consequences may be should they decide to continue to display unacceptable behaviour.

We believe that most unacceptable behaviour should be dealt with by the child's own class teacher using the strategies listed above. However, should unacceptable behaviour continue, clear steps (**Appendices 2 or 4**) should be followed. Each teacher has a clear set of steps to follow. These are also shared with all adults in school. These are displayed in each classroom and in key shared areas. Copies are also kept in each class Behaviour for Learning File. As listed in the steps, it may be necessary to record the behaviour. It will be recorded by the pupils (with support if required) on the Behaviour Report sheet (**Appendix 4**). These will be kept in each class Behaviour for Learning File. When a pupil has three of these reports the class teacher is to notify the Phase Leader, Deputy Head or Headteacher who will then inform the child's parents. The three copies will be kept in the class teacher's Behaviour for Learning File. These files will then be monitored by the Leadership Team and the teaching staff on a regular basis, so any patterns of behaviour can be picked up quickly and dealt with.

Children are given two warnings and reminded of the expected behaviour relating to the school values. If the behaviour continues a lunchtime detention may be given. A detention slip (**Appendix 6**) is completed by the staff member giving the detention and children are escorted to the Headteacher's office. They are given time to reflect on their actions and copy out a script relating to the behaviour they have displayed. A letter is sent to parents (**Appendix 7**) to inform them of the detention. If the child

received multiple detentions, a letter is sent to parents (**Appendix 8**) inviting them to school to discuss further plans to improve behaviour.

Should a pupil's inappropriate behaviour be extreme e.g. violent towards a member of staff, furniture thrown, violent towards another pupil, then The SLT or Deputy Head or Headteacher needs to be notified. Each class has a Red card and a Yellow card which can be used to alert SLT, the Deputy Head or Headteacher in different situations, as follows. The Red card should only be used in cases of a medical emergency or a life threatening situation. The Yellow card can be used when behaviour such as continuous verbal abuse or swearing at pupils or adults, throwing furniture, throwing items at windows/doors has not ceased following initial intervention/attempts to support by teaching and support staff. The Yellow card should only be used if all other possibilities have been exhausted, e.g. all support staff both in the class and other classrooms have attempted to calm/diffuse the situation. In the first instance, if the rest of the class are in danger of being harmed, the class teacher should remove the class from the situation (by taking them into another room/area) and send a child (not an adult) with the Yellow card to a member of SLT, the Deputy Head or the Headteacher.

In order for a consistent approach across the school, our clear steps of action will be used by all adults.

**More serious behaviours would result in the following steps being taken (throughout EYFS, KS1 and KS2)**

- Withdrawal of attendance at a club when not following the directions of the person running the club
- Withdrawal of a class treat/privilege. Children who constantly flout rules in school would not be deemed to be responsible enough to be taken on a class treat e.g. to the cinema. Parents are informed of these decisions. In these instances the child will be encouraged to behave more appropriately in the future.
- Meeting to discuss actions and consequence. The class teacher will invite parents/carers in to discuss a Home/School Behaviour Log. Behaviour will be monitored for an agreed time, followed by a further meeting with parents/carers. There will always be opportunities to redeem and move forward and this is considered best practice.
- The child is sent to the Headteacher, Deputy Head or SLT at an agreed time. They will express displeasure, counsel about relevant needs for compliant behaviour, or investigate the reasons behind the difficulty as they see appropriate.
- If the inappropriate behaviour continues the Headteacher will invite parents/carers in to discuss the possibilities of seeking further advice and support.

Individual Home/School Behaviour Logs are used with specific individuals, both at EYFS, KS1 and KS2 when appropriate. Parents/carers need to be consulted prior to the logs being used. These log the positive and negative behaviours displayed by the pupil during each lesson. These behaviour logs are sent home for parents to read, add comments to and sign. They last for set periods of time, identified through discussions between the

class teacher and parents e.g. 1 week, 3 weeks etc. After the agreed period, the child's behaviour is reviewed.

If further support is needed a behaviour support team will be set up. This will involve a member of SLT, the school SENDCo, class teacher, the child concerned and their parents. Additional interventions will be considered including:

- Extra adult support
- A key worker for the child to go to when they need support, to share positive news/achievements with and to meet up with on a regular basis.
- Learning Mentor/Behaviour for learning lead practitioner.
- Advice from the Behaviour Support team or other external agencies (e.g. LSAT or Educational Psychologist)

### **Exclusions**

The school has adopted the LA policy on exclusions.

Only the Headteacher is able to exclude a child from school (or a senior member of staff acting in place of the Headteacher, if the Headteacher is absent from school. Verbal permission from the Headteacher is sought, if practical, for this exclusion). A child may be excluded for one or more fixed periods for up to 45 days in any one school year. The Headteacher may exclude a child permanently. This would be a very last resort after other significant support had been tried and monitored over a period of time.

If the Headteacher excludes a child the parents are informed immediately. It is made clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The Headteacher also informs the LA and the Governing Body of any permanent exclusions or fixed-term exclusions beyond five days. If a child is excluded for a period of less than 5 days the school will provide work - it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB: parents can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the Local Authority will contact parents with further details.

### **The Role of Governors Concerning Exclusions.**

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour. The governors support the Headteacher in implementing the Behaviour Policy and reviewing its effectiveness. The Behaviour Policy is kept under review and monitored. The Headteacher reports to the full Governing Body through the termly Headteacher's report.

The Governing Body has a discipline committee that considers any exclusion appeals on behalf of governors. When the committee meet they consider the circumstances, in which a child was excluded, any representation by parents and from the LA, and whether

the pupil should be reinstated. If it is decided that a pupil should be reinstated, the Headteacher must comply with this rule.

### Meeting the needs of individuals

A small number of children will require support above and beyond that needed for the majority of children. These include children on the Special Needs Educational Register for Emotional and Behavioural needs and vulnerable children who may be going through a trauma. These children may be helped in a number of ways.

- Working on a specific programme individually or in a group with a Learning Mentor
- Working on targets for behaviour set in a Provision Map with designated Teaching Assistant support
- Where a child is persistently displaying unsafe behaviour, that child may be required to go home for lunch for a set length of time. For Free School Meal children, lunch is still provided. Parents may also be invited into school to share lunch with their child.
- Outside agencies may be involved e.g. Behaviour Support, LSAT and Educational Psychologist. This will often be through the CAF/TAC process.
- Behaviour Support working in school with a child, when that child has been identified as needing more intensive support through the Fair Access Panel
- Part-time education in school and at The Linden Centre.
- In rare cases children will be educated on a reduced timetable and may need to be educated apart from the class for a designated time.

### At Lunchtime

1. Lunchtime Supervisors (LS) are expected to and are responsible for implementing the Behaviour Policy. Clear steps of action are to be followed by all LS (**Appendix 4**). After reminders about actions and consequences, children are given the chance to make the right choices.
2. As with all teaching/support staff members, LAs promote positive behaviour and praise children specifically for their good behaviour on the playground/at lunchtime. They employ a 'raffle ticket' system at lunchtime to encourage consistent good behaviour. Children are awarded a raffle ticket when good behaviour is spotted. These tickets are then entered into a draw each week. Ten tickets are drawn out (5 from each key stage) and these children are then given the privilege of having lunch with the Headteacher on Friday. They sit at a specially decorated table, are able to go into the dinner hall first and have a treat to choose, e.g. a ruler, a sparkly pencil, a set of stickers.
3. Games and resources to encourage purposeful physical activity are used on the playground at lunchtime, e.g. giant Jenga blocks, skipping ropes, bowling targets. Specially trained groups of Year 5 pupils will support younger pupils in their play, teach them ring games, team games and other physical challenges such as skipping challenges.
4. There are prefects from Year 6 who monitor and take care of set areas of the school at lunchtime each day. They wear lanyards with Values and their photo/title displayed. At the beginning of each school year they are introduced

to the whole school and throughout the year their role is celebrated and reflected on in assemblies. They act as ambassadors for our school on other occasions too, such as when we welcome new parents to the school, e.g. at the Reception Welcome meeting in the summer term.

5. If the pupil is misbehaving during lunch (and the first few steps to promote a turn-around in behaviour haven't been successful) they need to go to the member of the SLT on duty that day to complete a Behaviour Form, which they will then take to their class teacher at the end of lunch. If the pupil misbehaves towards the end of lunch then they need to be taken to their class teacher and given the Behaviour Form to complete. There may be occasions when a child resists filling in a Behaviour Form. They will know, from consistent whole school messages from all staff, that they will be expected to do this. If this doesn't happen at lunchtime, it will be followed up and delaying this process only worsens the situation. We should not however, ever see a child being physically moved or coerced in order to get them to complete a form.
6. LS to inform the teacher and/or SLT on duty either immediately or immediately after lunch, dependent upon the severity of the incident. This will then be recorded by the pupil using the Behaviour Report form (**Appendix 5**). The LS needs to use discretion and if the teacher is already registering the class or teaching, it may be more appropriate to relay a message through a Teaching Assistant in class. Serious incidents where there is verbal or physical abuse need to be reported immediately (as noted previously above)
7. LS to liaise with the class teacher or Headteacher regarding sanctions imposed. Parents will be informed, if deemed necessary, by the teacher or Headteacher, dependant on severity of the incident.
8. LS will record any incident they are able to deal with through warnings and reminders in their record book which is monitored by the SLT member on duty daily and at least twice half termly in SLT meetings to identify any trends or patterns of behaviour.
9. The demountable will be staffed at break and lunchtimes wherever possible by a Behaviour for Learning Lead Practitioner. Pupils can be asked to go and reflect on any inappropriate choices they have made at break and lunchtimes.
10. After school exclusions can be used when appropriate (decided by the Head teacher) and after discussions with the parents.

### **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. Our commitment to equal opportunities is reflected in our 'Values'.

### **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 Headteacher are lawful. Should the circumstance arise therefore the Headteacher will inform the Chair of Governors and keep them up to date with the procedures.

### **Searching and confiscation**

The Headteacher and Deputy Head have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline (**Appendix 11**). If a staff member suspects a pupil has possession of these items, they should inform the Headteacher or the Deputy Head immediately.

### **Physical Intervention**

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting themselves and/or others, or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will follow MAPA procedures and will be recorded. A member of staff will never be alone with a pupil when using physical restraint. The majority of school staff have received MAPA training. This is regularly updated. (**Appendix 12**)

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

If an employee is accused of misconduct and pending an investigation, the Governing Body will instruct the Headteacher to draw on 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.

### **Resources available in school**

- Behaviour strategy sheets personalised for individual children
- Behaviour for Learning Files in each class
- Positive Behaviour Forms (yellow forms)
- Learning Success Forms (yellow forms)
- Record of Behaviour (white forms)
- Golden Certificates
- Raffle tickets
- Marbles
- Stickers
- Postcards home

**Outside Agency Support** (to be accessed via our SENDCo Emma Plowman)

- CAHMS
- LSAT
- Behaviour Support Service
- Family and Education Support Worker
- The Linden Centre
- Educational Psychology Team

### **Further reading and guidance**

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/topic/schools-colleges-childrens-services/school-behaviour-attendance>

### **Appendix Reference**

**Appendix 1** - Example of parent form to share good learning

**Appendix 2** - Steps of consequence for the classroom

**Appendix 3** - Example of parent form to share good behaviour

**Appendix 4** - Steps of consequence for lunchtime

**Appendix 5**- Behaviour form (white form)

**Appendix 6** - Detention slip

**Appendix 7** - Detention letter to parents

**Appendix 8** - Detention letter to parents

**Appendix 9** - Building Learning Power

**Appendix 10** - Disciplining beyond the school gate

**Appendix 11** - Searching and confiscation

**Appendix 12** - Reasonable Force

**Appendix 13** - Form for recording when a search has taken place

**Appendix 14** - Form for recording when reasonable force has been used

**Appendices are not included on the website version of the policy. To request a full copy, please contact the school office.**

### **Safeguarding**

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Tammy Lockley (Headteacher), Victoria Waring (SLT), Jo Clarke (Deputy Head) and Emma Plowman (SENDCo)

**APPENDIX 1**  
**Aqueduct Primary School**  
**Record of Learning Success - KS2**



Child's name:

Class:

\_\_\_\_\_ is pleased with me because I have done some really good work in:  
.....  
.....(subject & description)

Which Value have I thought about?



Positivity



Happiness



Kindness



Safety



Learning



Respect

Which Learning Power have I used?



Tough Tortoise  
Resilience



Sensible Squirrel  
Resourcefulness



Wise Owl  
Reflectiveness



Team Ant  
Reciprocity

How I feel about my achievement

The people who will be proud of me and why

Signed:

Date/Time:

Parental comments:

## APPENDIX 2



# CONSEQUENCES OF POOR BEHAVIOUR

## If you are not behaving well in class:

1<sup>st</sup> verbal warning - reminder of 'Values'

2<sup>nd</sup> verbal warning - explaining consequences of continued poor behaviour

**Well done, if you have changed your behaviour for the better.**

## If poor behaviour continues, one or more of the following WILL happen:

- Moved to another table
- Moved to another classroom with work for a short period of time
- If your behaviour doesn't improve, you will incur a loss of playtime or some of your lunchtime with your class teacher.
- Loss of privilege (to be decided by individual teachers)
- Detention with a letter home.
- Phone call to parents to discuss your behaviour/attitude after three behaviour reports/detentions (unless considered necessary beforehand by SLT or class teacher.

**APPENDIX 3**

Aqueduct Primary School



Record of Good Behaviour - KS2

Child's name:

Class:

\_\_\_\_\_ is pleased with me because my behaviour has been excellent. I have:

.....

Which Value have I thought about?



Positivity



Happiness



Kindness



Safety



Learning



Respect

Which Learning Power have I used?



Tough Tortoise  
Resilience



Sensible Squirrel  
Resourcefulness



Wise Owl  
Reflectiveness



Team Ant  
Reciprocity

How I feel about my achievement

The people who will be proud of me and why

Signed:

Date/Time:

Parental comments:

## APPENDIX 4



### CONSEQUENCES OF POOR BEHAVIOUR

If you are not behaving well at playtime or lunchtime:

1<sup>st</sup> verbal warning - reminder of 'Values'

2<sup>nd</sup> verbal warning - explaining consequences of continued poor behaviour

**Well done, if you have changed your behaviour for the better.**

If poor behaviour continues, one or more of the following WILL happen:

- Reminder that you can go to a timeout/thinking zone
- If your behaviour doesn't improve, you will complete a behaviour report with your class teacher or the SLT member of staff on duty that day. (The SLT staff member may decide to give you a detention)
- Filling in of a behaviour report incurs loss of playtime and/or lunchtime.
- Loss of privilege (to be decided by individual teachers)
- Phone call to parents to discuss your behaviour/attitude after three behaviour reports (unless considered necessary beforehand by SLT or class teacher)

**Appendix 5**



**Aqueduct Primary School**  
**Record of Behaviour**

Child's Name:

Class:

Date:

**What happened/What my involvement was**

**Which Value have I not thought about?**



Positivity



Happiness



Kindness



Safety



Learning



Respect

**Which Learning Power have I not used?**



Tough Tortoise  
Resilience



Sensible Squirrel  
Resourcefulness



Wise Owl  
Reflective



Team Ant  
Reciprocity

**What the consequences could be**

**What I would do differently next time**



Date:

Break/Lunchtime behaviour displayed:

Description:

Action:

APPENDIX 6

Name:	Class:	Date:			
<i>Values</i>					
					
<i>Positivity</i>	<i>Happiness</i>	<i>Kindness</i>	<i>Safety</i>	<i>Learning</i>	<i>Respect</i>
<i>2 warnings were given prior to the detention sanction to remind _____ of the expectation to/not to...</i>					
<hr/> <hr/>					
Signed:	Role:				

**Appendix 7**

Date: \_\_\_\_\_

Dear Parent/Carer,

I am writing to inform you that today your child .....  
received a lunchtime detention with myself for breaking the .....  
Value. Your child was given warnings and reminders regarding the appropriate  
behaviours we expect at school before being given the detention for  
.....  
.....

Within the detention today, your child was asked to read through and copy a  
script to remind them of the rules and expectations in school. They were also  
given time to reflect on what led up to the event and how they could have  
prevented the consequence given by making better choices.

This is the ..... time they have received a detention this half term.  
We as a school feel that it is important to work closely with parents and  
carers to ensure there is a consistent and open approach to improving  
behaviour so that all children in school have the same opportunities to learn  
without disruptions and feel happy and safe. If your child continues to ignore  
the reminders and continues to receive detentions, you will be invited in to  
school with your child to discuss their behaviour and to create a plan for how  
we can work together to help them to make better, safer choices.

Should you wish to discuss this detention with the child's class teacher or  
myself, then please do not hesitate to contact the school office. Our  
Behaviour for Learning Lead Practitioner (Mrs Mason) is also on hand at the  
beginning and the end of each school day, in the demountable building, to  
discuss any concerns you may have or to offer pastoral advice.

Thank you in advance for your support.

Kind regards

*T Lockley*

Mrs T Lockley  
Headteacher

**Appendix 8**

Date: \_\_\_\_\_

Dear Parent/Carer,

I am writing to inform you that today your child .....  
received a lunchtime detention this half term for breaking the  
..... Value. Your child was given warnings and reminders regarding  
the appropriate behaviours we expect at school before being given the  
detention for

.....  
.....

Within the detention today, your child was asked to read through and copy a script to remind them of the rules and expectations in school. They were also given time to reflect on what led up to the event and how they could have prevented the consequence given by making better choices.

As this is the ..... detention they have received I would like to invite you in to discuss your child's behaviour and to create a plan for how we can work together to help them to make better, safer choices.

I have provisionally added the following date and time to the diary for you to meet with \_\_\_\_\_.

\_\_\_\_\_ @ \_\_\_\_\_

Should you be unable to make this appointment then please contact the school office staff who are able to access the diary in order to offer you a more suitable time.

Thank you in advance for your support.

Kind regards

*T Lockley*

Mrs T Lockley  
Headteacher

**APPENDIX 9**  
**Building Learning Power at Aqueduct Primary School**

At Aqueduct Primary School we expect each child to work hard and achieve the highest possible standards, whilst having fun! We aim for every child to leave Aqueduct Primary School, having achieved the very best that they can and feeling proud of their achievements.

In order to do this, we explicitly teach the following life skills, to ensure that our learners are resilient, resourceful, reflective and reciprocal in their next stage of learning and beyond.

**Be a Tough Tortoise - Be Resilient**



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.

Resilience is made up of:

- Absorption - being able to lose yourself in learning; becoming absorbed in what you are doing.
- Managing distractions - recognising and reducing distractions; knowing when to walk away and refresh yourself; creating your own best environment for learning.
- Noticing - seeing subtle differences, patterns and details in experience.
- Perseverance - keeping going in the face of difficulties; channelling the energy of frustration productively; knowing what a slow and uncertain process learning often is.

## Be a Sensible Squirrel - Be Resourceful



Resourcefulness is being ready, willing and able to learn in different ways, making full use of the resources available.

Resourcefulness is made up of:

- Questioning - asking questions of yourself and others; being curious; wanting to find things out; wanting to know about things in more depth.
- Making links - seeing connections between totally different events and experiences; building patterns and weaving a web of understanding.
- Imagining - using your imagination and intuition; exploring new experiences and possibilities; wondering 'What if...?'
- Reasoning - working things out methodically and rigorously; constructing good arguments and spotting flaws in others' points of view.
- Capitalising - drawing on the full range of resources from the wider world, other people, books, the Internet, past experience and future opportunities.

## Be a Wise Owl - Be Reflective



Reflectiveness is being ready, willing and able to become more strategic about learning. You take a longer-term view by planning, taking stock, and drawing out your experiences.

Reflectiveness is made up of:

- Planning - thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may encounter.

- Revising - being flexible, changing your plans in the light of different circumstances; monitoring and reviewing how things are going and seeing new opportunities.
- Distilling - looking at what is being learned, pulling out the essential features, carrying them forward to aid further learning; being your own learning coach.
- Meta-learning - knowing yourself as a learner, how you learn best; how to talk about the learning process.

### Be a Team Ant - Be Reciprocal



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.

Reciprocity is made up of:

- Interdependence - knowing when it's appropriate to learn on your own or with others and being able to stand your ground in debate.
- Collaboration - knowing how to manage in the give and take of a collaborative activity; respecting and recognising other view points; adding to and drawing from the strength of teams.
- Empathy and listening - contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.
- Imitation - constructively adopting methods, habits or values from other people who you watch.

## APPENDIX 10

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 Headteacher are lawful.

Any bad behaviour when the child is:

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

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

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

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers on Aqueduct 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 will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

## **APPENDIX 11**

### **Searching and confiscation**

The Headteacher and the Deputy Head have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

### **Searching with consent**

#### **Schools' common law powers to search:**

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search - it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff - in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Searching without consent**

#### **What the law says:**

#### ***What can be searched for?***

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

#### ***Can I search?***

2. Yes, if you are the Headteacher, Deputy Headteacher or member of SLT.

But:

- a. You must be the same sex as the pupil being searched; and
- b. There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

### **When can I search?**

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Authorising members of staff**

The Headteacher, Deputy Head and SLT are authorised to use these powers. As a result of only having two male members of staff on the SLT, Mr Westwood would have the power to search with a senior member of staff present. This should only be required should Mr. Palin, a member of SLT, be absent.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

### **Location of a search**

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

### **During the search**

#### **Extent of the search - clothes, possessions and trays**

##### **What the law says:**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. '**Outer clothing**' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. '**Possessions**' means any goods over which the pupil has or appears to have control - this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

### **Trays/Drawers**

Under common law powers, schools are able to search trays/drawers for any item provided the pupil agrees. Pupils will have a tray/drawer on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

### **Use of force**

Reasonable force may be used by the person conducting the search (**Appendix 12**).

### After the search

#### **The power to seize and confiscate items – general**

##### **What the law allows:**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

#### **Items found as a result of a 'without consent' search**

##### **What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

#### **Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below (**Appendix 10**) will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

## **APPENDIX 12**

### **The use of reasonable force**

#### **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.

#### **2 Who can use reasonable force?**

(i) All members of school staff have a legal power to use reasonable force

(ii) 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.

#### **3 When can reasonable force be used?**

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes - to control pupils or to restrain them.

(iii) 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.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

Use force as a punishment - **it is always unlawful to use force as a punishment.**

### **Using force**

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

### **Staff training**

A majority of SLT are MAPA trained. Additional members of staff are trained and this is updated every two years. Training is provided for senior staff so that they are able to support staff across the school.

### **Telling parents when force has been used on their child**

All incidents of reasonable force are recorded in order to support the child and staff involved.

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

**What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - b. When comforting a distressed pupil;
  - c. When a pupil is being congratulated or praised;
  - d. To demonstrate how to use a musical instrument;
  - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - f. To give first aid.

**APPENDIX 13**



Name of child: \_\_\_\_\_ (Male/Female) Class: \_\_\_\_\_

**Search and Confiscation Record**

**Reason for the search**

**Names of staff carrying out the search and those staff acting as witness include title**

- 1.
- 2.

**Items found**

**Other agencies involved – please list with name and title**

**Parents contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**  
**Designation:**

**Date:**

**APPENDIX 14**



**Name of child:** \_\_\_\_\_ **(Male/Female)** **Class:** \_\_\_\_\_

**Reasonable Force Record**

**Reason for the use of reasonable force**

**Names of staff using reasonable force**

- 1.
- 2.

**Other agencies involved – please list with name and title**

**Parents contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

**Designation:**