



Behaviour, Rewards and Sanctions Policy

(Including Physical Intervention
policy)

**Behaviour, Sanctions & Rewards, Including Physical
Intervention Policy (Including EYFS)**

Policy Review Date: September 2023

Reviewed By: J Callaway & SLT

Next Review: September 2024 (or following incident,
legislation or interim guidance)

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Aims:

Avalon School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, appropriate regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining poor behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring poor behaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Through training and school policies and procedures, staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

1. Legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy should also be read in conjunction with the school's physical intervention policy which is appended to this document

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture of good behaviour amongst pupils
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social, Emotional or Mental Health related issues leading to poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, to determine the strategic development of behaviour and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Taking proportionate and appropriate action to restore acceptable and expected standards of pupil behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Teaching and modelling expected levels of behaviour and positive relationships
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Informing Senior Leadership and other staff (as appropriate) of any changes in behaviour.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour.
- All pupils and staff should be familiar with the Golden Rules (displayed in all Form Rooms) as well as the Uniform Regulations. General pastoral care of the pupils is the responsibility of every member of staff and all staff are expected to play their part in seeing that good order is maintained about the School.
- More specifically each pupil is cared for by his/her Form Teacher who monitors academic progress, extra-curricular activities, behaviour within the school and general physical and emotional well-being. Concerns over individual pupils are shared at a weekly 'Pupil Matters' meeting if appropriate, or with the Designated Safeguarding Lead when necessary.
- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Our experience shows that the expectations of behaviour, along with the ethos of the school, is enhanced by ensuring that pupils feel like valued stakeholders in the school, with the opportunity to voice their opinions, suggestions and concerns. Weekly School Council meetings and form times are used to create an ongoing dialogue between the school and pupils.

Worry boxes are also located within each classroom, allowing pupils to raise matters with their class teachers. Regular assemblies are used to remind pupils of our expectations and the values we hold as a school to promote pupils' moral, social, cultural and spiritual development.

Parents are responsible for:

- Supporting their child in adhering to the school's Golden Rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete an appropriate level of classwork
- Rudeness
- Consistent lack of correct equipment
- Refusing to complete homework
- Use of mobile phones or other electronic devices without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Staff induction, development and support

During induction all new staff will be made aware of the school's behaviour policy to ensure they understand its rules and routines and how best to support all pupils to participate in creating the positive culture of the school.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including an understanding of matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. The SLT and the headteacher will review staff training needs in response to any serious or persistent behaviour issues disrupting the positive ethos and culture of the school.

5. Managing behaviour

The school operates a positive behaviour policy and all children are expected to treat one another with dignity, kindness and respect. Moral awareness is an important part of our school day with a great emphasis being laid on care and consideration for others.

Positive behaviour is rewarded and inappropriate or unacceptable behaviour dealt with accordingly. Where possible, this will include a discussion with the child to talk about why his/her behaviour was not acceptable. A system of rewards and sanctions is in place within the school. The school's 'Golden Rules' (created in conjunction with the pupils & school council) are displayed in all classrooms, and the children are expected to follow them at all times.

Avalon's Golden Rules are:



Rewards and sanctions

The most productive way of improving pupils' co-operation is by encouraging, and rewarding, desirable behaviour. **Whenever possible discipline should be achieved by using 'positive' means.** Recognising and rewarding good behaviour, effort and achievement wherever possible is important as rewards help to foster and reinforce good behaviour whilst raising self-esteem.

What we do to encourage good behaviour (suitable to age and stage)

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their actions and behaviour
- We set, through example, high standards of behaviour
- We praise good behaviour both privately and publicly.
- We create classroom rules with the pupils.

It is, however, also necessary to let pupils know that if they fail to respect the school rules, there will be consequences. Any sanctions must be appropriate for both the pupil and the misdemeanour. Whenever possible, sanctions should be immediate and not deferred.

Use of Praise and Rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils:

Rewards

Rewards throughout the school are given in the following way:

- Verbal praise
- Award of merit badges
- Award of a class certificate at the achievement assemblies on Fridays
- Visit to another teacher
- Visit to Headteacher

- Cups are awarded annually in the Achievement Awards Celebration
- Verbal praise and / or stamps and stickers in children's work are used to praise and motivate children on a day today basis
- Class certificates are given out at the achievement assemblies on Fridays. This may be for excellent work or improved effort etc. that particular week
- Merit badges are awarded weekly for endeavours that go "beyond the expected". This may be for academic excellence, consideration and respect for others or other exceptional circumstances. If they are awarded for academic achievement, attainment must be relative to the individual pupil's ability.
- House Points are issued for excellent behaviour that follows the Golden Rules
- House Points are collected each week for their respective houses: St Andrew, St. George, St. Patrick, & St. David.

All members of staff (teaching and non-teaching) are encouraged to utilise the School's range of rewards.

In Nursery and Preschool children are rewarded verbally, using stickers and visits to the Headteacher.

At the beginning of the year, the Headteacher explains the 'Golden Rules' to the pupils and this is then reinforced by teaching staff.

'Good to be Green' Behaviour Management Scheme

To complement our Traffic Light Behaviour System, we will use 'Good to be Green' to award consistently excellent behaviour. At the end of each week, 'Good to be Green' stickers are issued and stuck into Home Learning/ Homework diary books to keep a track of pupils' consistently excellent behaviour.

Pupils who stay on Green for an entire term will receive a certificate and reward in the final week of term.

Sanctions

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

A log of all reported behaviour incidents will be kept and used to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

A 'Pupil Matters' briefing takes place on a weekly basis to ensure members of the SLT and all appropriate staff are aware of any pupil that may need additional pastoral or behaviour support if a child is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Whenever a sanction is used to correct a child's unwanted behaviour, it is imperative that the child fully understands why the sanction is being implemented. Time and care should be taken to make sure that this happens.

The Headteacher and the staff will apply any sanctions appropriately and fairly. If necessary, this will occur after an investigation has taken place. Sanctions may undergo a reasonable change from time to time but will not involve any form of unlawful or degrading activity. **Corporal punishment is never used.** Examples of sanctions include detention [break times only], withdrawal of privileges, suspension for a specified period, removal or expulsion. (The procedures to be followed in the event of an exclusion are laid down in the Exclusions Policy. Only the Headteacher can impose an exclusion.)

In the event of unwanted behaviour, staff should use their professional judgment about the incident and how best they might deal with it. Most incidents can be dealt with quickly and effectively using verbal correction, but occasionally, it may be necessary to take further action.

Where necessary, low level unacceptable behaviour should be reported to the form tutor who will then make a decision, if it is necessary to proceed further. **At all times, staff should use their professional judgment about how far an incident needs to be pursued.** Where it is appropriate, the School may utilise a range of sanctions (see Traffic light system below)

Traffic light system

- We have a 'traffic light' system to deal with low-level disruption / unacceptable behaviour during learning time or further escalation to more serious unacceptable behaviour.
- **Stage 1** - Children who are causing disruption to others will be given one verbal warning to stop / correct the unwanted behaviour and a reminder of the expectations of behaviour and the school's Golden Rules. We expect children to listen carefully to instructions in lessons. A visible dot will be placed by their name on the traffic light.
- **Stage 2** - If this occurs for a second time their name will be moved to the amber traffic light. If appropriate the child may be moved to a class seat nearer the teacher, or to sit on their own.
- **Stage 3** - If a child has been moved to amber and they continue to exhibit significant disruption or the behaviour is deemed serious enough by a staff member, the child's name is moved to the red traffic light. The pupil is sent to the headteacher immediately or, in the headteacher's absence, the Deputy Head teacher or the most senior member of staff.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The same rules apply when outside the classroom; for example during lunchtimes, breaktimes and after school clubs.
- Children who are placed on the red traffic light will need to visit the Headteacher or Deputy Headteacher **during the same day (wherever possible)** and will have his / her name and the details of the incident recorded in the behaviour log. The purpose of this visit is to discuss their actions and agree a way forward. Dependent on the nature of the misbehaviour, the HT or DHT may impose a further sanction such as loss of breaktime, for example. Parents will be contacted to inform them of their child's behaviour / incident. If age appropriate, the child will complete a Behaviour Reflection Form (see Appendix B) with the HT or DHT or in the case of EYFS children, or where it is more appropriate, the behaviour reflection will be discussed verbally.
- If a child is placed on the red traffic light 3 times within a half term, a child's parents will be further invited into school to discuss their child's behaviour. This may result in a behaviour report card being implemented.
- Instances of unacceptable behaviour are taken seriously and dealt with immediately.
- The Senior Leadership team will keep a record of all reported incidents and track these to help identify pupils whose behaviour may indicate potential mental health problems.

Red Traffic Light

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour. For those more serious transgressions, children can be moved straight to a red traffic light and parents will be contacted on the same day to inform them of the incident and the next steps required.

Examples of low level / unacceptable behaviour	Examples of sanctions
<ul style="list-style-type: none"> • Low-level disruption and talking in class • Failure to complete classwork • Disobeying instructions • Rudeness • Thoughtlessness with school /others property 	<ul style="list-style-type: none"> • Verbal reprimand • Reminder of rules • Missing out on rewards
Examples of persistent or more serious incidents	Examples of sanctions
<ul style="list-style-type: none"> • Continuing to disobey instructions • Continually preventing others from working 	<ul style="list-style-type: none"> • Name moved on to amber traffic light • Form Teacher informs parents of amber warning • Working in another classroom • Making up missed work in own time • Writing a letter of apology
Examples of serious unacceptable behaviour	Examples of sanctions
<ul style="list-style-type: none"> • Fighting or other physical violence • Aggressive behaviour • Rudeness to staff or refusal to follow instructions • Use of mobile phones without permission • Graffiti / Wilful damage to school / others property • Misbehaviour on school trips • Serious disruption of lessons • Bullying (of any kind / type) 	<ul style="list-style-type: none"> • Name placed on red light of traffic light • Visit to HT and name in behaviour log • Parents informed of incident / misbehaviour and letter sent as record • Behaviour reflection sheet completed by child • Use of a Report card • Exclusion from trips / outings • Fixed term / permanent exclusion

Report Card

In rare and extreme circumstances, Report Cards are issued when a child has failed to produce work on a number of occasions or when behaviour is continually inappropriate. The Headteacher will discuss with the child’s parents the reason for using the Report card.

The pupil presents the card to the teacher at the start of the lesson. At the end of the lesson the teacher makes a comment on the card and gives it back to the pupil. The card is then taken to the next lesson and so on. Each lunchtime the pupil must take the card to the Headteacher so that a check on progress is being made during the day. The child must show the card to his/her parents each evening and have the card signed in acknowledgement.

The child is kept on the card until the Headteacher is satisfied that real progress in the child's work/behaviour has been made.

While every effort is made to inform parents about serious breaches of school rules, it must also be accepted that the Headteacher has complete discretion in the imposition of sanctions including suspension or exclusion.

Where parents consider that a particular sanction is unjustified they should make any representations to the Headteacher in the first instance. If they continue to be in dispute they are entitled to write in complaint to the Chair of Governors.

Record of Sanctions - Serious misbehaviour

- The School maintains a central register of sanctions for serious misbehaviour that records the child's name and class, the nature and date of the offence and sanctions imposed. This may include more serious transgressions from the list above and disciplinary action against any pupils who have made malicious accusations against staff.
- The School defines serious unacceptable behaviour as behaviour that might lead to exclusion (temporary or permanent) lunchtime detention and/or disciplinary meetings involving parents .
- See the school's exclusion policy for further details.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having Social, Emotional or Mental Health (SEMH) related difficulties, SEND support may need to be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.
- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers and non-teaching staff to understand their pupils and create a strong foundation from which behavioural change can take place.

7. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking in to account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

8. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child on child sexual abuse and discrimination are detailed in the Child on Child Abuse section, within the school's Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

(This list is created using the DfE's ['Searching, screening and confiscation'](#) guidance.) To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the School's Golden rules and Class code's of conduct, as set out at the start of the year. Children are expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g., placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Children are supported with their behaviour through the school's pastoral structure. This includes support from the Form Teacher and other staff. Children also receive support and guidance through regular PHSCEE lessons. External support may be necessary for children whose behaviour requires additional intervention.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers and **non-teaching** avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Liaison with external agencies

External support may be necessary for children whose behaviour requires additional intervention. This may include, but is not limited to, Children's social care services.

Managing pupil transitions

When children move from Y6 to secondary school (or from any class at any time during their time with us) we pass on a pastoral report to the new school which outlines any behavioural difficulties that a child may have faced and the appropriate strategies that have been implemented.

11. Behaviour off school premises

Pupils must also represent the school in a positive manner when off the school premises and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy:

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Monitoring and review

This policy will be reviewed by the Headteacher, Board of Governors, SLT and the mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

APPENDIX A

Behaviour Incident Form

Name of pupil(s):		Year group:	
Date:		Time:	
Location of observation:		Name of staff member:	

Before the incident: what led to the behaviour?

During the incident: what did the pupil(s) do?

After the incident: what were the consequences of this behaviour?

Additional comments



Behaviour Reflection

Name: _____ Date: _____

You have made a choice to do something that means you need to stop and think about the following things:

What was my behaviour like?

What were the reasons for me behaving like this?

How did my behaviour affect others?

What's my plan to improve my behaviour?

Is there anything else I need to do?

Signed: _____

Physical Intervention Policy

Avalon School encourages pupils to make positive behaviour choices. On very rare occasions this may result in a situation that requires some form of physical intervention by staff. This policy is written in guidance with <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

(2013)

Our Physical Intervention Policy is based upon the following principles:

- ✎ Physical intervention is used only as a last resort when other appropriate strategies have failed.
- ✎ Any physical contact is only the minimum required.
- ✎ Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- ✎ Incidents are recorded and reported to the Headteacher.
- ✎ Parents are informed of each incident.

1. The legal framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- ✎ causing injury to his/herself or others
- ✎ committing an offence
- ✎ damaging property
- ✎ prejudicing the maintenance of good order & discipline

This policy has been written with DFE 'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013: reviewed 2015

2. Definitions

The DFE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

- ✎ 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.

- ✎ 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 pupil needs to be restrained to prevent violence or injury.

- ✎ 'Reasonable in the circumstances' means using no more force than is needed.

- ✎ 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.

- ✎ 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.

- ☞ 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.

All members of staff who can use reasonable force have a legal power to use it. 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 pupils on a school organised visit.

The DFE Guidance 2013 on 'Use of reasonable force' states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow and instruction to do so:
- ☞ • prevent a pupil behaving in a way that disrupts a school event, trip or a 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

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Physical intervention is only used when all other strategies have failed to have the desired effect on a pupil's behaviour.

NB 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:

- ☞ Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- ☞ When comforting a distressed pupil
- ☞ When a pupil is being congratulated or praised
- ☞ To demonstrate how to use a musical instrument
- ☞ To demonstrate exercises or techniques during PE lessons or sports coaching
- ☞ To give first aid.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They therefore take reasonable action to ensure the safety and well-being of all pupils. This being said staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of Physical restraint

Physical restraint is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint i.e. only applying force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods are used as appropriate with physical intervention or restraint a last resort.

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **The Headteacher should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed on the same day by the Headteacher (see below).

A copy of the form (appended) must be completed by the member of staff involved and any adult witnesses on the same day as the incident and passed to the person reviewing the incident. In incidents where a member of SLT or the Headteacher is involved the Safeguarding Governor or a member of Governance must be informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural EHC plan, which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. The Headteacher (or, in his/her absence, a member of the leadership team) will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

In the exceptional circumstances where physical restraint or intervention becomes necessary, staff:

DO

- **Summon help / involve another member of staff if possible**
- **Continue to talk to the pupil in a calm way Use simple and clear language**
- **Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition)**
- **Use the minimum force necessary**
- **Be aware of any feelings of anger**
- **Hold limbs above a major joint if possible e.g. above the elbow**
- **Relax the restraint in response to the pupil's compliance**

DON'T

- **Try to manage on your own**
- **Stop talking even if the pupil does not reply Act in temper**
- **Allow a prolonged verbal exchange with the pupil**
- **Involve other pupils in the restraint**
- **Use physical restraint or intervention as a punishment**
- **Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct**
Twist or force limbs back against a joint
- **Bend fingers or pull hair**
- **Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck Slap, punch, kick or trip up the pupil**

Physical Intervention Report Form

We believe that reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the Physical Intervention Log.

Name of staff member:	
Name of pupil:	
Date:	
Time:	
Location:	
Name(s) of staff member(s) who witnessed the incident:	
Informed parties (parents, social workers, police, etc.):	
Circumstances prior to the incident:	
Details of the incident:	
Details of any negative impact on other pupils:	
Reason(s) for physical intervention (please tick):	

Danger to self

Danger to others

Significant damage to property

Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils? Please circle.

Yes/No

Details of the intervention:

Any disciplinary additional action taken:

Injuries (if any) to staff members, the pupil concerned or other pupils:

Damage (if any) to property:

Recommendation(s) to avoid future incidents:

Headteacher's signature:

Date:

Signature of staff member concerned:

Date: