



# ***Positive Behaviour Policy***

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## 1 Statement of Principles

- 1.1** Our School Ethos defines our commitment to the successful growth of the Whole Child, our responsibility to support school staff in fulfilling their professional duties, our determination to support parents and carers in securing the best possible outcomes for their children and our support for governors in securing Alder Grange's success in all it does. We aim to work together with all stakeholders to secure the best outcomes for our pupils. This Behaviour Policy, and the procedures for implementing it, including how we teach the positive behaviours we want to see in our pupils, whilst supporting inclusive practice are centrally important elements in translating these commitments into day-to-day reality.
- 1.2** Specifically:
- Good order and disciplined behaviours are essential to the provision of high standards of education and personal growth. Pupils/students cannot learn and teachers cannot teach effectively amidst disruptive behaviour.
  - All school staff have a right to work in an environment free from disruption and violence.
  - All pupils and students have a right:
    1. to be safe and happy at school;
    2. to a well run, orderly school community;
    3. to experience good behaviour in every classroom;
    4. to clear and high expectations of behaviour;
    5. to work within a context where poor and inappropriate behaviour is not permitted to disrupt learning;
    6. to a behaviour policy, consistently applied.
- 1.3** Alder Grange School also recognises the need to protect staff and volunteers from inappropriate conduct from young people in their personal lives and from situations that may make them vulnerable to allegations of wrongful conduct.
- 1.4** Governors have a responsibility to support the school in maintaining high standards of behaviour and discipline, and as the school's "critical friends" are charged with ensuring the Behaviour Policy's appropriateness and effectiveness.

The Governing Body believes that in order to enable highly effective teaching and learning to take place, good behaviour is necessary in all aspects of the school's life and work. All pupils and students have a right to this. Therefore, the Governing Body places considerable emphasis upon securing a caring, learning environment by:

- I. providing a safe environment, free from disruption, violence, bullying and harassment;
- II. promoting good behaviour as the norm;
- III. encouraging self-discipline in all pupils and students;
- IV. promoting pupils' and students' self-esteem;
- V. promoting excellent relationships based on mutual respect;

- VI. ensuring pupils and students have a proper regard for authority;
- VII. supporting the school staff where disciplinary action against a pupil or student is warranted, while, at the same time, ensuring fair treatment for all;
- VIII. insisting upon consistency of response to positive and negative behaviour;
- IX. promoting rewards to reinforce and praise good behaviour;
- X. promoting prevention of poor behaviour;
- XI. promoting early intervention with regard to poor or deteriorating behaviour;
- XII. encouraging a positive relationship with parents and carers to ensure a shared approach to implementing these policies and procedures.

## 2 Context

- 2.1** We acknowledge the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). It is our responsibility to ensure that all aspects of our Behaviour Policy are non-discriminatory in their scope and operation. Therefore rewards and sanctions may be deployed differentially on these grounds; taking into consideration any specific needs or circumstances related to their protected characteristic.
- 2.2** High quality induction (for all staff and pupils) and training in all aspects of behaviour management and school procedures is provided to support the implementation of this policy.
- 2.3** Monitoring of this policy, procedures and outcomes are reported to the Welfare Committee.
- 2.4** This Behaviour Policy may be reviewed at any time in the light of changing circumstances. However, it is subject to at least annual reviews.

### 3 Rules

- 3.1** For all pupils and students there are clear standards of expected behaviour both in school and off the school premises these are set out in school policies and the Home School Agreement.
- 3.2** The school rules are defined by the 3Rs: Ready, Responsible and Respectful. All staff and pupils use the language of and make reference to these three rules. These are deliberately phrased in a positive way, emphasising what is expected of pupils, rather than a list of what they should not do. Both house points and behaviour points are recorded as one of the 3Rs. School rules are differentiated to context when appropriate, for example inside and outside the classroom.
- 3.3** The following poor behaviours are never acceptable and will always result in sanctions
- Theft
  - Persistent disruptive behaviour including rudeness
  - Carrying of inappropriate or illegal items such as knives, laser pens pepper spray, weapons, fireworks
  - Violence and/or aggressive behaviour
  - Swearing
  - Sexist, racist, homophobic or other prejudice based language, attitudes or remarks
  - Breaches of the School Drugs/Substance Education Policy
  - Breaches of the School Uniform policy
  - Use of mobile phones in school
  - Any form of bullying or harassment
  - Making malicious accusations against members of staff (these will be dealt with as appropriate using the sanctions listed or in more serious cases could result in court action).
  - Persistently failing to follow reasonable instructions of a member of staff during the school day whether at school or during offsite/ alternative provision.
- 3.4** Pupils are required to maintain good standards of behaviour whilst off the premises, failure to do so may result in school sanctions. This specifically relates to non-criminal bad behaviour and bullying which occurs when the pupil is:
- taking part in any school-organised or school-related activity;
  - travelling to or from school;
  - wearing school uniform;
  - in some other way identifiable as a pupil at the school.
- 3.5** Misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school;
  - poses a threat to another pupil or member of the public;
  - could adversely affect the reputation of the school.

## 4 Behaviour Strategies and the Teaching of Good behaviour

**4.1** Staff are guided on how to manage behaviour in the classroom via CPD activities and training, alongside regular reminders of policy in staff briefings and meetings.

**4.2** All staff should model the behaviour expected of pupils by reinforcing the 3Rs Ready, Respectful, and Responsible, and by remaining consistent in enforcing expectations

*Wherever possible* all teaching staff should be at the door of their classroom *at the start of lessons*, thus maintaining a presence on corridors, and *beginning* lessons by meeting and greeting pupils in a cheerful manner, whilst being consistent with school rules.

## 5 Roles & Responsibilities

**5.1** The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

**5.2** The Headteacher is responsible for developing the behaviour policy in the context of this framework and is responsible for ensuring that this policy and its procedures are followed consistently and applied fairly. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year. Specifically, the Headteacher is responsible for:

- securing an appropriate underlying climate of high expectations
- securing effective teaching and learning to minimise the risk of disruption in classes
- securing the completion any tasks reasonably assigned to them in connection with their education
- ensuring these expectations are effectively communicated to pupils and students, parents and carers, and others associated with the school
- ensuring appropriate support for staff facing challenging behaviour

**5.3.1** Teachers, teaching assistants and other paid staff with responsibility for pupils are responsible for ensuring this policy and all its associated procedures are followed consistently and fairly. It should always be the case that:

- mutual support exists among all staff in implementing policy and procedures;

- staff members have a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures;
- they also have a responsibility, with the support of the Headteacher and SLT, for creating a highly effective learning environment with high quality, teaching and learning, high expectations, a fair approach to all relationships and irreproachable professionalism.

**5.3.2** Teachers, teaching assistants, and other paid staff have the power to impose reasonable sanctions to pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

**5.4.1** **Parents** have an essential role to play in supporting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child(ren) inside and outside school, and consistency between school and parent expectations is essential for the child's own development.

**5.4.2** Parents are encouraged to work with the school in maintaining high standards of behaviour, and in raising such with the school any matters of concern arising from the policy in its implementation.

**5.4.3** Parents are under a legal duty to ensure that their child (up to 16) receives a suitable full-time education either at a school or by making other suitable arrangements.

**5.4.4** Parents have a clear role in making sure their child is well behaved at school.

**5.4.5** Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion or suspension.

**5.4.6** Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion of more than five days from school.

**5.5** **Pupils** are made aware of the expectations upon them including:

- A responsibility to follow the 3Rs
- The completion of assigned work and homework
- Taking responsibility for their own behaviour, self-discipline and respect.
- Have a responsibility in the prevention of disruption, violence, bullying, intimidation or harassment by ensuring incidents are reported.
- Pupils are consulted, periodically, on the principles and working of the policy and procedures through the School Council and are encouraged to work in partnership with the school staff.

## 6 Rewards

- 6.1** The Headteacher has set out measures which aim to promote good behaviour, self-discipline and respect. These rewards have been agreed in partnership with pupils and include, but are not exclusively limited to, the following:
- 6.2 House points:** These are the most easily achievable rewards, are linked to the 3Rs, and allow pupils to compete through the House system. Points are also awarded for attendance, punctuality, competitions and encourage all pupils to get involved.
- 6.2.1** House points and House competitions are celebrated in termly full school House assemblies. These involve trophies, certificates and prizes.
- 6.2.2** Staff send postcards home and telephone parents to pass on positives.
- 6.2.3** Hot Chocolate Friday - recognising pupils 'getting it right' all the time and are nominated half termly by staff. A selection of these pupils have hot chocolate with the Headteacher and a photo is taken, which is shared on school social media accounts.
- 6.2.4** Head of Year Fortnightly Focus - are monitored and rewarded half-termly, they track those pupils who are always in the correct uniform, have the correct equipment, etc. rewards include non-uniform days, cinema sessions, and ice lollies.
- 6.2.5** Pupils on behaviour reports may be incentivised with rewards such as house points.
- Pupils work towards a 'Being an Alder Granger Award' which recognises achievements across the wider curriculum, including leadership, involvement in competitions, extra-curricular activities, etc. At the end of the academic year pupils receive a bronze, silver or gold award.*
- 6.2.6**

## 7 Sanctions

- 7.1** The Headteacher has determined disciplinary penalties for breaking the school rules or failing to follow school policies. These sanctions have been agreed with the Governing body. The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them. This includes breaking the school rules and failing to follow a reasonable instruction.
- To be lawful, the sanctions must satisfy the following three conditions:
1. The decision to sanction a pupil must be made by a paid member of the school staff or a member of staff authorised by the Headteacher;
  2. The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff;



	<p>3. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances. A sanction must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them. Sanctions may vary according to the age of the pupils and any other special circumstances that affect that pupil.</p>
<b>7.2</b>	<p>At Alder Grange, the power to discipline applies to all paid members of staff. Corporal sanctionment is illegal in all circumstances.</p> <p>All staff should consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer considerable harm, in which case the safeguarding policy should be consulted. They should also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment should be considered, or initially through an in-school TAC (Team around the Child) meeting.</p>
<b>7.3</b>	<p>There is a range of sanctions possible for pupils who break the rules and there is a clear escalation of intervention levels. In each case the deployment of a sanction will:</p> <ul style="list-style-type: none"> <li>● differentiate the child from the behaviour they displayed;</li> <li>● not be punitive but formative; intended to be part of a package to ensure that unacceptable behaviour is not repeated;</li> <li>● be proportionate and a fair response that may vary according to age of the pupil, and any other specific circumstances that affect the pupil and the incident itself. (see above for the lawful implications).</li> </ul>
<b>7.4</b>	<p>Examples of sanctions include:</p> <ul style="list-style-type: none"> <li>● Verbal reprimand</li> <li>● Phone calls home</li> <li>● Loss of privileges, Missing break-times, Extra work or repeating unsatisfactory work</li> <li>● Community service</li> <li>● Pupil discipline panel</li> <li>● Detentions</li> <li>● Isolation room</li> <li>● Suspensions &amp; Permanent Exclusions</li> </ul>
<b>7.5</b>	<p>Alongside sanctions, strategies to modify and prevent poor behaviour are used both before the use of sanctions and following the need for sanctions, with the goal of preventing further poor behaviour. These strategies include:</p> <ul style="list-style-type: none"> <li>● Mentoring sessions;</li> <li>● Targeted behaviour interventions;</li> <li>● Pupil monitoring reports;</li> <li>● Counselling;</li> <li>● Support from external agencies;</li> </ul>

	<ul style="list-style-type: none"> <li>● Group work on Anger Management, self-esteem, friendship, etc.;</li> <li>● Preventative Governing body discipline panels;</li> <li>● Meetings with parents.</li> </ul>
<b>7.6</b>	The school makes use of isolation as a disciplinary penalty. Pupils complete work in a room away from others, and also receive behaviour intervention from specialist staff.
<b>7.7</b>	<p>Pupils who are found to have made malicious accusations against school staff receive sanctions in accordance with the policy. Previous behaviour and the nature of the allegation are considered before an appropriate sanction is agreed.</p> <p>These incidents are treated seriously and in most cases the sanction is likely to be a suspension</p>
<b>7.8</b>	<p>Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour. In these circumstances 'to such an extent as is reasonable.'</p> <p>All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, will be dealt with through normal school sanctions. Teachers may therefore discipline for any misbehaviour when the pupil is:</p> <ul style="list-style-type: none"> <li>● Taking part in any school-organised or school-related activity;</li> <li>● Travelling to or from school;</li> <li>● Wearing the school uniform;</li> <li>● In some other way identifiable as a pupil at the school.</li> <li>● Attending an alternative place of education</li> </ul>
<b>7.9</b>	<p>The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:</p> <ul style="list-style-type: none"> <li>● Could have repercussions for the orderly running of the school</li> <li>● Poses a threat to another pupil or member of the public</li> <li>● Could adversely affect the reputation of the school</li> </ul>
<b>7.10</b>	<p><b>Detentions:</b> Teachers have a legal power to put pupils under 18 in detention. At Alder Grange detentions are used as sanctions.</p> <p>Detentions escalate from break time, lunchtime, after school, and vary in length up to 1.5 hours</p> <p>School makes clear to pupils and parents that they use detention (including detention out of school hours) as a sanction.</p> <p>It is school policy to inform parents 24 hours in advance of an after school detention when the detention is longer than 10 minutes, wherever possible. Notice may not be necessary for a short after-school detention where the pupil can get home safely.</p>

	<p>All members of staff can put pupils in detention. Parental consent is not required for detentions. Staff will act reasonably, however, if lunchtime detentions are issued, staff will allow reasonable time for the pupil to eat, drink and use the toilet.</p> <p>School staff will not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. Staff issuing the detention will consider:</p> <ul style="list-style-type: none"> <li>● Whether the detention is likely to put the pupil at risk</li> <li>● Whether the pupil has known caring responsibilities which mean that the detention is unreasonable</li> <li>● Whether suitable travel arrangements can be made by the parent for the pupil</li> </ul> <p>It does not matter if making these arrangements is inconvenient for the parent.</p>
<p><b>7.11</b></p>	<p><b>Criminal Law:</b></p> <p>It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.</p> <p>For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.</p>
<p><b>7.12</b></p>	<p>If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.</p>

## 8 Use of Exclusions & Suspensions

- 8.1 Any decision to exclude a pupil for a fixed term ( called a “suspension”) or permanently, is made by the Headteacher. This decision is made in line with the school’s behaviour policy, taking into account all the circumstances, the evidence available, and the need to balance the interests of the pupil against those of the whole school community.
- 8.2 Parents have the right to make representations to the governing body (or discipline committee) about an exclusion or suspension, and the governing body must review the decision in certain circumstances, which include all permanent exclusions.
- 8.3 Schools are under a duty to provide suitable full time education for a suspended pupil from the sixth school day of any suspension of more than five consecutive school days.
- 8.4 Where the governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.
- 8.5 Local authorities are under a duty to provide suitable full time education from the sixth school day of a permanent exclusion. Our school will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so). In the event of a permanent exclusion event the school retains responsibility for ensuring a successful transition to this new provision. See Exclusion Policy.

## 9 Confiscation of inappropriate items sanctions

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- (i) Members of staff have the power to confiscate, retain or dispose of a pupils' property as a sanction. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Items are kept securely in the school office, and in most instances will be returned to a parent on the same day. This includes mobile phones (which are being used on school premises) jewellery not permitted in the uniform policy, items which are being used to disturb a lesson.
- (ii) Power to search without consent for 'prohibited items'.  
Headteachers and staff authorised by them 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. Any searches conducted by school staff as delegated by the Headteacher will be recorded on CPOMS irrespective of any item being found. Police searches will only be undertaken on school premises with parental discussion and records kept of such searches and outcomes on CPOMS.

9.2 Prohibited items include:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. e-cigs

Weapons, knives, extreme images, prohibited images or indecent images of children, must be handed to the Police. Otherwise, it is for the teacher to decide if and when to return an item, or whether to dispose of it. Force CANNOT be used to search for these items

## 10 Power to use reasonable force

10.1 There are some circumstances in which reasonable force might be used: For example, teachers will physically separate pupils found fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. If a member of staff believes a pupil is at risk of harm or at risk of harming others they may use reasonable force to intervene. The school takes seriously our legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN). Schools do not require parental consent to use reasonable force on a pupil. This policy aims to provide clarity about when reasonable force can be used, and the policy will be shared with parents and pupils.

Force is usually used either to control or restrain. It must never be used as a sanction; this is always unlawful.

### 10.2 What is reasonable force?

1) 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.

2) 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 either to self or another person.

3) 'Reasonable in the circumstances' means using no more force than is needed.

4) 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. - '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.

Team Teach training has been undertaken by a number of members of staff. This training is specifically concerned with use of reasonable force in school. Where possible school will use staff trained in Team Teach techniques where a situation requires reasonable force to be used. However, where situations escalate rapidly and there is a danger of a pupil hurting themselves or someone else then reasonable force may be used by any staff member nearby.

5) 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.

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

1) All members of school staff have a legal power to use reasonable force.

2) 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.

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

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

2) 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.

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

- Schools can use reasonable force to:
- Remove disruptive pupils 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 on the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

## 11 Pupil Support Systems

- 11.1 All pupils and students have a right to be educated and to have their educational and developmental needs met. Every child and young person is unique and a school's professional challenge is to blend:
- An understanding of the totality of each pupil's circumstances and needs, with a need for clear messages to be sent to all pupils regarding consistency of expectation and progress;
  - Consideration will be given as to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- 11.2 Where this may be the case, staff will follow the school's safeguarding policy. Consideration will also be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point a decision may be made as to whether a multi-agency assessment is necessary.
- 11.3 There are a range of systems in place to support pupils who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. This includes links with SEN/ag+ and alternative provision and may also include support for parents. The school uses a TAC (Team around the Child) meeting to bring together staff representing SEND, Inclusion, Safeguarding, Behaviour Management, Attendance and Heads of Year to agree the most appropriate actions for this group of pupils. This can include, behaviour pen-portraits, referral to ELCAS, respite placements, alternative provision, reduced timetables, support from CSC, mentoring, counselling, and use of multi-agency assessment.
- 11.4 All alternative provision must be:
- appropriate
  - of the highest quality
  - carefully monitored by designated staff.
- These discussions would usually be triggered by a high number of behaviour points, behaviour escalation, increase in number of or severity of behaviour incidents or a one-off serious incident.
- Clear links will be identified with the school SEND provision, and additional support is provided at transition points. The early identification of, and effective intervention to manage and revise unacceptable behaviours are key factors in any successful Behaviour Policy.

## 12 School support systems

- 12.1 Systems are in place for supporting and developing staff skills (at all levels, including support staff and lunchtime supervisors), through staff induction, CPD opportunities and/

or peer support. Reminders and updates are given in staff meetings and briefings throughout the year.

- 12.2 Staff are expected to adhere to the school code of conduct and follow advice given in Guidance for safer working practice for those working with children and young people in education settings (click link to view).
- 12.3 Staff accused of misconduct will not automatically be suspended. Advice is given in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' Policy number H6.10. Staff can expect to receive pastoral support if they are accused of misusing their powers.

### 13 Consultation, monitoring and evaluation

- 13.1 This policy has been written by members of the Senior Leadership Group and in collaboration with Governors, particularly the Welfare Committee of the Governing Body.
- 13.2 On advice from the Headteacher and Senior Leadership Team, the Governing Body will establish and periodically review the policy and procedures for the promotion of good behaviour. This will take place at least annually, and more frequently if changes to legislation or advice from DfE or the Local Authority is updated. Governors will ensure this policy is the subject of consultation with staff, parents/carers and the School Council.
- 13.3 Thereafter it is communicated to all members of the school community. Governors will support the school in maintaining high standards of behaviour through the implementation of this policy.
- 13.4 It is the responsibility of the school's Senior Leadership Team, working with all school staff, to establish and maintain the highest possible standards of behaviour.

### 14 Complaints Procedure

- 14.1 The full details of the school's complaints policy can be found on the school website. 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 should 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 should 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 all members of staff.

## **15 Other support and guidance:**

- 15.1**
- Use of reasonable force in schools
  - Searching, screening and confiscation at school
  - School exclusion & suspension
  - Keeping children safe in education
  - SEND code of practice: 0 to 25 years