



POSITIVE BEHAVIOUR POLICY

Date	Review Date	Coordinator
Sept 20	Sept 21	Susan Harrison

This policy complies with section 89 of the Education and Inspection Act 2006

Fitzwilliam Primary School's beliefs about behaviour

- Children are trying to solve a problem, not be a problem.
- Good behaviour needs to be taught
- The only person's behaviour you can directly change is your own.
- Everyone is responsible for the choices they make.
- Good behaviour involves understanding the consequences of the choices made.
- People can have different perceptions of the same situation
- Children like good behaviour
- The classroom climate is controlled by the member of staff
- Children respond better to encouragement
- Children learn by example
- Behaviour management is most effective when all stakeholders work in partnership
- The most effective behaviour management systems are clear and understood by all.

Our children also believe

- Talking about our behaviour helps us improve it.
- Our sanctions help us follow our Golden Rules.
- Children should respect each other.

This policy was first implemented in December 2011 in light of the 2011 DfE guidance 'Behaviour and Discipline in Schools'. The policy has been reviewed every two years. The next policy review will take place in August 2022. The policy will be publicised to parents annually via a school newsletter and it can also be found on the school website.

Headteacher: Paul Quarry (acting)		Date:	September 2020
Chair of Governing Body: Matthew Holland		Date:	September 2020

<p style="text-align: center;">FITZWILLIAM PRIMARY SCHOOL BEHAVIOUR POLICY</p>

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1. Aims

Fitzwilliam Primary School aims:-

- To promote good behaviour, self discipline and respect.
- To create a peaceful, safe, fair and consistent ethos and environment to which each child, parent, member of staff or visitor is happy to return to each day.
- To have a set of clearly stated boundaries of acceptable behaviour.
- To make clear procedures which respond promptly and firmly to unacceptable behaviour.
- To prevent bullying.

2. A consistent approach to behaviour management.

School's behaviour policy has been developed to support all members of our school positively working together. The policy is implemented in a consistent way to ensure that all members of school are treated fairly.

Fitzwilliam Primary School acknowledges our legal duties under the Equality Act 2010 and in respect of pupils with SEND. (Please see our Equality Policy and SEND Policy)

School's Behaviour Management strategy is built around our Golden rules which are implemented throughout school. Foundation Stage's Golden Rules are a simpler version of main school's but follow the same theme.

Foundation Stage Golden Rules

- 1. We can talk in quiet voices.**
- 2. We can share our toys with others.**
- 3. We can tidy our toys away when we have finished playing with them.**
- 4. We can keep ourselves safe.**
- 5. We can listen to other people.**

Main School Golden Rules

- 1. We keep ourselves safe.**
- 2. We look after our school.**
- 3. We are friendly and polite.**
- 4. We do our best in our work and play.**
- 5. We speak quietly and listen carefully to each other.**

The Golden Rules provide a support structure and guidance which encourage all members of our school to make the appropriate choice about their behaviour. The Golden Rules are displayed in all areas of school.

Whilst the policy is designed to promote good behaviour, and school's 5 Step Behaviour Plan clearly explains how unacceptable behaviour will be addressed throughout school.

Fitzwilliam Primary - 5 Step Behaviour Plan

	Action	Consequence
Step 1	Break a Golden Rule	- Lose a minute of Golden Time

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	Action	Consequence
Step 2	Lose 2 minutes of Golden Time in 1 week.	- Go onto Individual Minutes - Teacher letter sent home.

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	Action	Consequence
Step 3	Continue to lose Individual Minutes	- See Mrs Harrison - Go onto Daily Behaviour Log - Letter sent home

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	Action	Consequence
Step 4	Continue to lose Individual Minutes	- Mrs Harrison to meet with parents. - Privileges withdrawn

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	Action	Consequence
Step 5	Continue to lose Individual Minutes	- Exclusion

3. Leadership

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of inappropriate behaviour. These records are kept electronically and held on CPOMS.

The headteacher will communicate serious incidents of inappropriate behaviour or concerns to parents / carers through verbal communication which will be followed up by a letter.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

4. Exclusions

Fixed-term and permanent exclusions

School adheres to the Exclusion Framework and procedures set out by Wakefield Education Authority.

School does not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, the parents or carers will be informed immediately and reasons for the exclusion will be given. At the same time, the headteacher will make it clear to the parents or carers of their right to appeal against the decision to the governing body. School will inform the parents or carers how to make any such appeal.

The headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When the appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

5. Behaviour strategies and the teaching of good behaviour

At Fitzwilliam Primary it is recognised that children must be taught what is meant by acceptable behaviour. We do this by:

- Modelling good behaviour (staff and peers).
- Highlighting examples of good behaviour evident during the school day.
- Celebrating and rewarding good behaviour.
- Encouraging and enabling children to make informed choices about their own behaviour.
- Individual support for children who find it difficult to manage their own behaviour
- A PSHE programme which supports the development of good behaviour through making the appropriate choices.

We use Golden Rules and Golden Time to encourage and promote good behaviour.

The Golden Rules are displayed in every teaching area and are also known by children, parents and staff.

The Golden Rules system works as follows:-

1. Each class starts the week with 30 minutes of golden time.
2. Golden minutes will be lost if a child / children break the golden rules.
3. The loss of 1 minute is in 3 stages:- verbal warning, yellow card, red card = 1 minute lost.
4. The loss of a minute may be the result of 3 separate children breaking a golden rule.
5. When a minute is lost it is marked off on the weekly golden minute chart.
6. The process is started again at the beginning of each lesson / part of the school day.
7. Minutes can be earned back but only from the member of staff who took away the original minute.
8. The number of minutes is accumulated during the week and totalled on a Friday. The total is then taken away from the 30 minutes and this is the amount of golden time a class has.
9. The class will sit out the total number of minutes lost as a sanction on a Friday afternoon prior to starting golden time.
10. A half termly running total is kept for each class and the overall class with the most golden time during the half term will get a golden day.
11. If a child persistently loses minutes of golden time for their class or if they lose 2 minutes in 1 week they will be placed on individual minutes.
12. In extreme cases of behaviour minutes of golden time may be removed without the 3 stage warning. This extreme behaviour includes:- name calling, extreme physical aggression such as fighting and vandalism.
13. It has been decided that when a child lies purposely about their involvement in an incident the number of golden minutes lost will be doubled.

Children are encouraged constantly to make the correct choice about their behaviour.

6. Rewards for acceptable behaviour

Good behaviour is celebrated constantly throughout the school day. This will take various forms both formal and informal.

Informal Praise for Individual

- Verbal praise such as: thank you, well done, keep going, you have worked hard/been kind, I am pleased
- Stickers

Formal Individual praise

- Merits
- Star strips
- Letters home from the headteacher to parents when 5 star strips have been completed
- Comments in books
- Display work
- Star person KS1
- Line to Dine tickets
- Comments in LTA lunchtime books
- Golden assembly certificate
- Annual report to parents

Whole Class Praise

- Golden Day Reward

Staff will always make a point of praising every child for something however small. Classteachers will make sure that each year every child is part of good work assembly.

Children who follow the Golden Rules during a school week will receive up to a maximum of 30 minutes Golden Time weekly each Friday.

7. Sanctions for unacceptable behaviour

Unacceptable behaviour is not tolerated and is dealt with swiftly.

At Fitzwilliam Primary School unacceptable behaviour is recognised as behaviour which:

- prevents children from learning
- prevents a member of staff from teaching
- causes emotional distress to another child or staff member
- causes physical hurt to another child or staff member
- causes physical damage to the school environment
- behaviour which is unsafe

Examples of unacceptable behaviour include:

- Talking out of turn
- Making unnecessary noise

- Physical aggression towards other pupils (e.g. pushing/shoving)
- Getting out of seat without permission
- Calculated idleness or work avoidance
- General rowdiness, horseplay or mucking about
- Verbal abuse towards other pupils
- Not being punctual
- Persistently infringing rules
- Cheeky or impertinent remarks
- Physical destructiveness
- Theft
- Refusal
- Swearing
- Physical aggression
- Telling lies

(We recognise that this list is not exhaustive and additional examples of unacceptable behaviour may be sited)

Unacceptable behaviour will result in the loss of Golden Minutes. If this behaviour continues (2 minutes lost) the child will be placed on individual minutes. If the unacceptable behaviour still prevails the 5 Step Behaviour Plan will be adhered to. (Please see section 2 'A consistent approach to behaviour management.)

We recognise the positive impact that restorative practice can have on solving behaviour problems. Restorative approaches focus on dialogue, relationships and dealing with the impact that poor behaviour has on individual pupils. This can involve, in particular, dialogue between a pupil who has behaved poorly and the pupil(s) affected by that poor behaviour (under the supervision of a member of staff) to discuss the effect of the behaviour and how to put things right for the future. One element of such discussions may be the number of minutes that it is appropriate for a pupil to lose, although any sanctions for the relevant behaviour will ultimately be determined by a member of staff. School uses this approach, when appropriate, to support positive behaviour management.

School will seek external advice and support for children who demonstrate extreme behaviour. This will usually take the form of the Educational Psychology Service. School will use this support to:

1. Try to understand the reasons for the behaviour.
2. To put suitable strategies in place to support the child and enable their behaviour to be managed in a positive way in order to ensure learning takes place.

School recognises that bullying is a completely unacceptable form of behaviour and it will not be tolerated. School has an Anti-Bullying Policy which sets out how bullying is to be dealt with and the procedures school has in place should such an incident occur. (Please see Anti – Bullying Policy)

8. Classroom Management

The pupil spends more time in the classroom than anywhere else in school.

It is the responsibility of the class teacher to ensure that the school's Golden Rules are followed in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child demonstrates unacceptable behaviour in the first instance the class teacher will deal with incidents him/herself in the normal manner and this will result in a verbal warning, yellow card, red card and ultimately the loss of golden minutes. However, if misbehaviour continues or the incident is more severe, the class teacher will seek help and advice from the headteacher. Whenever an incident is referred to the headteacher the member of staff requesting support will record the incident on CPOMS and notify the relevant staff members / member of the SLT.

Staff at Fitzwilliam Primary are greatly aware that initial low level disruption which can lead to unacceptable behaviour within the classroom is often directly related to pupils not being "on task". Therefore, we strive to offer a curriculum which is appropriate and fully inclusive of all pupils.

In planning the curriculum teachers ensure that:-

1. Content is appropriate, objective driven with clear success criteria and delivered in a way as to engage and motivate learners.
2. The work is set at correct level providing sufficient challenge for all pupils including the higher ability.
3. The work is clearly differentiated and makes use of Assessment for Learning.
4. Pupils work is constructively marked with clear targets for development.

Whilst as a staff we have the determination to keep trying with even the most difficult child we are aware the very disruptive child cannot be allowed to disrupt our classroom organisation when this is having a detrimental effect on the other class members' capacity for learning. In these situations a child will be withdrawn from the classroom by the headteacher, deputy headteacher or learning mentor. Any child removed from a classroom environment will be taken to an agreed supervised area. They will be given time to calm down, if required, and then they will remain in this area and continue with the work set. After discussing the behaviour and agreeing sanctions to be put in place, the headteacher, deputy headteacher or learning mentor will determine when it is appropriate for the child to return to class.

9. Playground behaviour

At Fitzwilliam Primary School the highest proportion of unacceptable behaviour takes place on the playground during playtime or lunchtime. We recognise that it is important to have effective systems in place for managing and promoting acceptable behaviour on the playground.

Good playground behaviour is promoted by:

1. Playground space is clearly defined and children know where they can and cannot play.
2. A whole school agreement of 'Safe Play' is displayed which gives all children clear guidance on what is a good choice of game to play.
3. Consideration has been given to children who want areas for vigorous physical play. Trim Trail, Tyre Park, Football pitch.
4. Consideration has been given to children who want areas for quieter forms of play. Reading mats, Writing sheds
5. The playground has been split into KS1 and KS2
6. A calming down area has been established in the Learning Mentors Room. This area is supervised daily by the Learning Mentor.
7. Resources are provided to enable children to have a wide variety of choice when playing.
8. The playground areas are always supervised by staff at playtimes and lunchtimes.
9. Adults are involved in playing with the children and are not there in a passive supervisory role.
10. Good behaviour during lunchtime is rewarded by stickers, line to dine tickets, special mentions and stars on rockets.

Unacceptable playground behaviour is dealt with using clear procedures which may result in the loss of Golden Minutes and privileges:

1. Children demonstrating unacceptable behaviour will receive verbal warning, yellow card, red card and lose a minute of golden time. This will be logged in the Lunchtime Assistants book. This information will be passed to the classteacher.
2. The headteacher checks the Lunchtime Assistant books at the end of each lunchtime and will follow up any incidents of unacceptable behaviour.
3. Whilst supervising the playground staff have the determination to keep trying with even the most difficult child but we are aware the child with unacceptable behaviour cannot be allowed to disrupt playtimes for the other children. In these situations a child will be withdrawn from the playground by the headteacher or deputy headteacher. Any child removed from a playground environment will be taken to the work station outside the headteacher's office. They will be given time to calm down, if required. Upon discussing their behaviour and agreeing sanctions to be implemented the headteacher or deputy headteacher will determine when it is appropriate for the child to return to playground. Parents are informed when a child has to be removed from the playground.
4. If any child should abscond from the school premises they will be given a fixed-term exclusion. The governing body felt that due to health & safety issues this was a fair sanction. However the Headteacher recognises the importance of relationships with the family if this should happen.

10. Staff development and support

The development of good behaviour management is essential in order to ensure good behaviour throughout school. It is recognised that staff within school have rights and

also responsibilities which must be considered during the implementation of school's Behaviour policy.

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be supported by peers and managers 	<ul style="list-style-type: none"> • To safeguard all children. • To ask for support when needed • To offer support to colleagues and managers
<ul style="list-style-type: none"> • To be listened to • To share opinions 	<ul style="list-style-type: none"> • To listen to others • To give opinions in a constructive manner
<ul style="list-style-type: none"> • To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> • To model courteous behaviour • To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> • To be made fully aware of school's systems/policies/expectations 	<ul style="list-style-type: none"> • To seek information and use lines of communication
<ul style="list-style-type: none"> • To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> • To support others developing their skills in promoting positive behaviour and good attendance • To acknowledge areas of own behaviour management skills which could be developed • To try new approaches

Staff CPD in behaviour management is addressed at all levels of staffing throughout school in a number of ways:

1. Behaviour Management and the dissemination of the school's Behaviour Policy forms part of all staff's induction procedures. (See Induction Policy)
2. NQT's will automatically be registered on the Trust's NQT Induction programme and as part of this will attend Behaviour Management Training.
3. The Behaviour Policy is reviewed annually with all staff during the first INSET day of each new school year.
4. The leadership team emphasise the correlation between a personalised, appropriate and well differentiated curriculum and good behaviour and progress.
5. Lesson observations highlight the behaviour and attitude of pupils towards their learning.
6. Lunchtime assistants have half termly meetings which focus on developing skills and strategies to promote acceptable behaviour during lunchtimes.
7. The Learning Mentor is used as an internal system of advice and support for staff.
8. School works positively with a number of outside agencies to seek additional advice in particular circumstances. These agencies include: Educational Psychology Service, Primary Behaviour Support Service, Safer Schools Officer, Education Welfare Officer.
9. There is a culture throughout school that staff will ask for support if they require help with a behaviour management issue. The headteacher is proactive in seeking external support and advice when required in particular circumstances.

11. Pupil support

All pupils need to be taught about good behaviour. We recognise that within school children have rights and also responsibilities which must be considered during the implementation of school's Behaviour Policy.

Children	
Rights	Responsibilities
<ul style="list-style-type: none">To be treated with respect	<ul style="list-style-type: none">To behave respectfully to others
<ul style="list-style-type: none">To be kept safe	<ul style="list-style-type: none">To behave in a way which keeps self and others safe
<ul style="list-style-type: none">To learn	<ul style="list-style-type: none">To attend school regularlyTo be willing to learnTo allow others to learn
<ul style="list-style-type: none">To make mistakes	<ul style="list-style-type: none">To own mistakesTo allow others to make mistakes
<ul style="list-style-type: none">To be listened to	<ul style="list-style-type: none">To give opinions in a constructive mannerTo listen to others
<ul style="list-style-type: none">To be independent	<ul style="list-style-type: none">To act in a trustworthy way.

Pupil support in developing good behaviour is addressed at a number of levels.

1. Whole class support from the classteacher through the Golden Rules.
2. Group support from Learning Mentor through school programmes.
3. Individual support from Learning Mentor.
4. Individual external support.

12. Managing Pupil Transition

Fitzwilliam's whole school approach towards behaviour management helps to ensure that internal pupil transition is smooth and good behaviour throughout school is maintained. Key points which support good behaviour during pupil transition include:

- Golden Rules implemented and displayed throughout school which ensure consistency.
- Schools 5 Step Behaviour Plan which ensures clear expectations and guidelines for all pupils.
- Staff and pupils transition meetings in Summer 2 which enable the new class teacher to make pupils ware of their classroom expectations.
- Parent transition meetings in July which communicates Behaviour Policy and expectations.
- Staff transition meetings during the second part of the summer term which highlight possible behaviour intervention.
- Learning Mentor intervention for vulnerable pupils.

13. Organisation and Facilities

Fitzwilliam Primary School is a happy place to be and our approach to behaviour management is positive. We recognise that when a child has barriers to good behaviour they sometimes feel vulnerable and display inappropriate behaviour. School aims to provide facilities which enable all children time and support to manage their behaviour and make the appropriate choices. This includes:

1. 1 to 1 support from the Learning Mentor to discuss problems and develop behaviour management skills.
2. Individual behaviour programmes of work which may involve support from external agencies such as CAMHs.
3. Calm down time.
4. A safe, quiet place to calm down. (Children know that the school toilets are not a suitable place to calm down.)
5. Lunchtime drop in zone with the Learning Mentor.
6. Worry Boxes for written communication.
7. CAF's for families who require support.

14. Positive handling – The use of reasonable force

All school staff have the legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (Section 93, Education and Inspections Act 2006)

Schools do not require parental consent to use force on a student.

School adheres to the DfE advice ***Use of reasonable force – advice for headteachers, staff and governing bodies.***

The term 'reasonable force' covers the broad range of actions used by teachers that involve a degree of physical contact with pupils.

Force will be used when it is necessary to either 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.

'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 will be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Whilst there is no legal requirement for staff to be trained in the use of physical restraint, 5 members of staff at Fitzwilliam are trained in 'Team Teach' techniques. On the majority of occasions 3 members of staff will lead the implementation of physical restraint. School does recognise that in extreme and infrequent situations other members of staff may have to control or restrain a pupil.

School staff will 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.

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

School 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
- 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

When considering the use of reasonable force school does recognise its legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs.

School will log all incidents involving the use of reasonable force (in the bound log book) and we will inform parents about incidents involving the use of reasonable force. (Appendix Use of Reasonable Force Pupil Log)

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.

15. Confiscation and searching of banned items

School adheres to the DfE advice: Screening, searching and confiscation

School staff can search pupils with their consent for any item which is banned by the school rules. (Please see appendix for a list of items banned from school)

Headteachers and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has alcohol, illegal drugs and stolen items. The staff authorised to search pupils at Fitzwilliam Primary School Susan Harrison, Headteacher; Paul Quarry, Deputy Headteacher; Tim Downes, Foundation Stage Manager and Tracey Morgan Learning Mentor.

Searches will always be conducted by a member of staff of the same sex and there will be another member of staff present during the search.

Parents will be informed of the search.

If a pupil is suspected of carrying a weapon school will contact the Police and they will conduct the search.

If a pupil is found to be in possession of a banned item this item will be confiscated, labelled and kept in a secure location until it can be returned to the appropriate body. If the confiscated item is illegal then it will be passed directly to the Police.

16. Allegations made against a member of staff

Allegations made against a member of staff will always be taken seriously. School will ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is therefore, essential that all allegations are investigated properly and in line with agreed procedures. Schools procedures in dealing with allegations can be found in our 'Allegations Policy'.

17. Incidents of inappropriate outside of school and on media sites

The law states that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act gives headteachers a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

School is aware that teachers may discipline a pupil for:

- Any inappropriate behaviour when the child 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 our school
- Or inappropriate behaviour 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

In response to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, school will respond in the following way:

1. The child will be spoken to regarding the incident.
2. Any other children involved in the incident will be spoken to.
3. Parents will be contacted regarding the incident.
4. If it is felt that there will be repercussions in school the child(ren) involved will be monitored by school staff.
5. If follow up incidents do occur then the schools Behaviour 5 Step Plan will be adhered to.
6. If the incident witnessed raises child protections concerns then the schools Child Protection Policy and procedures will be adhered to.
7. If the incident witnessed involves breaking the law then the police will be contacted.

The above procedures also apply to incidents of inappropriate behaviour involving media sites. School has an E-Safeguarding Policy which can also be referred to.

18. Parents

Parents have a clear role in making sure their child is well behaved at school by working in partnership with school to uphold the behavior policy. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

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. If they do not, the school or local authority may issue a £50 penalty.

Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a £50 penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.