

# **Policy Statement**

## **Havelock Infant and Junior Schools**



### **Behaviour Policy September 2017**

**Date Ratified by Governing Body:.....**

**Signed:.....(Chair)**

**Review Due Date:.....**

# HAVELOCK SCHOOLS BEHAVIOUR POLICY

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## PROMOTING POSITIVE BEHAVIOUR

### AIMS

The Policy is based on the aims agreed by Montsaye Community Learning Partnership:

- To create a core set of values for MCLP schools based on mutual respect, encouraging pupils to celebrate diversity and considering others' wellbeing in all interactions.
- To involve parents and carers in a partnership with the MAT that encourages pupils to adopt good learning behaviours throughout their school career.
- To ensure that pupils understand their place in the wider community and the positive impact they can have.
- To utilise best practice in ensuring a safe and secure working environment for staff and pupils.

At the Havelock Schools we seek to create a climate in which good behaviour is both expected and promoted. Teachers and other adults working with children in the school will have positive expectations in which good behaviour is the norm.

Our whole school approach to behaviour management aims to ensure that every member of our school community should be fully aware of acceptable standards of behaviour, positive rewards and possible strategies for supporting those who need help to achieve these standards. Through success, children gain self-esteem and good social attitudes.

### A NURTURING APPROACH

There are six principle of nurture which underpin the expectations of the children whilst working within the nurture unit and beyond. We are adopting the nurture principles within our behaviour strategies to ensure that a consistent approach is used by all. The principles are:

1. Children's learning is understood developmentally – (stage not age) ensuring that children's work is differentiated to a level specific to them in order for them to learn how to work independently in a successful way.
2. The classroom offers a safe base – the relationship between staff and children is crucial in order for children to feel safe and secure in order for them to learn in the best way.
3. The importance of nurture for the development of wellbeing – developing successful learners who enjoy working independently and with their peers. They should feel a sense of achievement in whatever they try.
4. Language is a vital means of communication – this includes all language skills, speaking, listening and understanding as well as emotional literacy and understanding the emotions of themselves and others.
5. All behaviour is communication – What are children trying to tell us through their behaviour? What is the underlying reason they are behaving in this way? Behaviours could be displayed in a range of ways and staff are being encouraged to calm the children down and speak to them through reflection to understand the reasons behind it.
6. The importance of transition in children's lives – preparing children for changes however big or small to enable them to learn and develop strategies as they grow and develop into young adults.

These six principles used across the school enable all children to grow and develop into resilient, independent learners.

### ROLE OF ADULTS IN SCHOOL

All adults in school will lead by example. In expecting good behaviour, respect and courtesy from children, we accept that respect and courtesy must be shown by adults towards children as well.

### ROLE OF THE CHILDREN

Children should:

- make sensible choices with regard to their behaviours;
- respect themselves and others by keeping each other safe at all times;
- respect the environment and property around them;
- have a polite and positive attitude;
- be honest and listen carefully to people they interact with.

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We have a set of school rules (known as Golden Rules) which are displayed in each classroom and create the basis of the behaviour system. At the Junior School these are incorporated into the class charters the children create at the beginning of the year. These underpin the ethos of both schools and expectations for behaviour.

As well as our rules as a whole school community we share values across both schools that we consider to be vital; these work on a 2 year cycle as follows:

Cycle 1: Happiness, Friendship, Respect, Resilience, Thoughtfulness, Loyalty

Cycle 2: Love, Co-operation, Honesty, Tolerance, Kindness, Trust

## **Together as a school community we will not tolerate**

- Bullying (including online)
- Disrespect
- Dishonesty
- Irresponsibility
- Rudeness
- Vandalism
- Discrimination of any sort towards any protected characteristics

## **ROLE OF PARENTS/CARERS**

We will build on the good work done at home and value the support of parents and carers in fostering high standards of good behaviour. We will endeavour to gain their support to work with us to eliminate inappropriate behaviour. We aim to inform parents and carers of the social development of their child.

## **REWARDS**

All pupils can be praised for something sometime. Praise should be used whenever possible. Our rewards schemes are in place to encourage positive behaviour and attitudes to learning. These rewards are:

- verbal and written praise;
- non-verbal – smiles, thumbs up
- displays of work;
- recognition of achievements in all curriculum areas within class and year groups;
- team points awarded as part of Team point championship
- 'Great Learner certificate', 'Golden book or Great Learner and 'Values VIP' awards;
- award of a certificate for considerate behaviour at dinner time (Dinner Child of the Week – HJS, Library certificate HIS);
- termly championships to produce a positive attitude to independent learning;
- 'Golden Time' approach to encourage continued good behaviour
- Helping Hand (HIS)
- peg moved to the sparkly face (Yr R and 1) Presentation Award
- privileged activities
- Breakfast meeting to meet the leadership team

## **Year 6 Prefects**

Pupils from Year 6 will be appointed as Prefects. Year 6 Prefects will undertake various roles and responsibilities around school. This role provides opportunities for children to act as positive role models for the other children within our school. All children are invited to apply to become a prefect at the beginning of Year 6.

## **Peg system**

Every child in the class has a peg or card with their name on it. Each child's name begins the week on the green. Movement then occurs according to behaviour. The emphasis is on making a 'choice' about your behaviour and therefore the coloured face/light that they want to be on. Each face/circle has a meaning:

- Green – well done, that's very good – keep it up
- Orange – I'm warning you I am not very happy about this
- Red – I do not like it at all resulting in time out/consequence

If a child finishes the day on a red – then the next morning they are moved to the amber. The onus is on those children to 'choose' to move themselves back to the green face/light by improving their behaviour.

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Each time a child is on the red face/light, the reason is recorded on School Pod as a behaviour incident. There are various penalties for such behaviour. In FS a more immediate consequence is required, children have time out from 'free-choice' activities and their name is removed from the Child of the Week bag. In KS1 you forfeit 5 minutes of Golden Time on a Friday (15mins in Yr 3) and have your name removed from the Child of the Week bag. If the child continues to not make sensible choices a member of the SLT may be involved or the child may be taken to the office. In this case please record this. In KS2 the child will miss playtime/lunchtime. Detention at lunchtime is then used if a child is consistently going on a red light (2+ forms in a week). In this case or if a serious breach has occurred requiring a detention a '**detention form**' will be completed and taken to a member of the SLT.

## **Golden Time**

Golden Time operates for 30 minutes each week on a Friday afternoon to reward good behaviour. Children have the chance to play with their friends using 'Golden Time' toys.

## **MANAGING UNACCEPTABLE BEHAVIOUR AND CONSEQUENCES**

Consequences are used for those pupils who do not display positive behaviour. Incidents may usually follow step-by-step procedures. Incidents of a more extreme or serious nature may require urgent and more specifically appropriate action and a member of the Inclusion Team or Leadership Team will be called for using the Behaviour watch timetable. If physical ushering is used please Record on the Behaviour incident form. Children who struggle to control their behaviour will have a **behaviour support plan** put in place by the inclusion team.

Class teachers take initial responsibility for dealing with minor incidents of poor behaviour. They may then refer to the year group leaders before seeking the support of the inclusion team or ST team.

### **Level 1**

Day to day systems of rewards and sanctions are operated within the classroom situation and dealt with at the professional discretion of members of staff i.e. verbal, non-verbal, warnings given, peg moved to wobbly (amber) face. If behaviour continues then level 2 will be carried out. If behaviour improves the child can move back to the green face/light during the day.

### **Level 2**

Sanctions are dealt with by the class teacher or teaching assistant i.e. removal of privileges, peg moved to red face and [contact made with parents by the class teacher](#) (Behaviour incident on School Pod completed) If behaviour improves the child can move back to the amber & green face/light during the day. If not the child will finish the day on the red face/light with a consequence but begin the following day on the amber face/light. If 2 red faces are received a detention will be given by a member of the SLT. Teachers need to complete a **detention form** before sending the child for a detention [contact made with parents by the class teacher or SLT \(to be discussed and decided\)](#)

### **Level 3**

Child removed from own classroom for 'time-out' either to another classroom or to work with another member of staff in a quiet area.

### **Level 4**

A member of the SLT will become directly involved and this will be noted on the most recent **red face behaviour School Pod form**. Internal exclusion may be necessary if the child is posing a danger to themselves or others and for this, an **Internal/Fixed term exclusion will need to be recorded on SchoolPod**) and will need to be completed depending on the severity and frequency. [Contact made with parents by a member of the SLT](#) and parents may be invited in for meeting with HT/DHT and CT. In addition at HJS the child could be put on a report card which will be reviewed after 3 days and extended if needed. This will mean that the child has to report to the HT/DHT to check behaviour at agreed points over the day.

### **Level 5**

Persistent unmanageable or dangerous behaviour may lead to a fixed term exclusions from school if all other levels are unsuccessful. Paper work will be completed by the SLT and [contact made with parents by a member of the SLT](#)). A **Behaviour Support Plan and Risk Assessment** will be put in place if needed.

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If the behaviour persists a referral can be made to Jogo or Maplefields behaviour support who can offer advice. For such children individual **Behaviour Support Plans** (BSP) ([Appendix 2](#)) may be necessary in order to help them to follow the school rules. These are created by the SENCo and class teacher.

## RESOLVING CONFLICTS

Where there has been a dispute between pupils both/all parties will be spoken to separately to establish a better understanding of what has happened. They will then be brought together to talk through feelings, resolutions and the way we they are going to move forward. If this is red face incidents this is to be done by the class teacher. Where the inclusion team/a member of the Strategic team have been involved this will be carried out by the lead dealing with the incident.

Where behaviour from children becomes physical staff will manage this appropriately. Teachers will be asked to complete the relevant section of the online behaviour form if they have had to 'usher' children in order to calm a situation. If behaviour becomes unmanageable and children are putting themselves or others in danger, 2 members of staff who are team teach trained will be called to restrain the child and the Physical Restraint section of the behaviour form will be completed. Short term and fixed exclusions will be considered if the behaviour is unmanageable but this is a last resort when all other channels have been exhausted. Where there is a recurrence of behaviours requiring physical ushering/restraint a BSP will be put in place to explain triggers and management strategies.

Behaviour is monitored within classes, year groups and at Year Leaders' meetings on a regular basis. The Lead DHT for Pastoral & Behaviour aspects will analyse the information gathered on Red face/light, beyond the red face/light and detention forms and in conjunction with the inclusion team will put the necessary procedures in place to support staff and individuals where required. The Attendance Officer is informed of any attendance concerns. Other outside agencies are involved if necessary and our Parent Support Worker will support staff, pupils and parents when needed and may also put in place an EHA used to support families.

## PLAYGROUND/LUNCHTIME CONDUCT

The behaviour during playtimes and lunchtimes has the same high expectations and values as it does during class time. LTS can award TEAM points for good behaviour at lunchtimes and praise and lunchtime rewards such as stickers and certificates should be given when appropriate. The Prefects support and encourage the early intervention of pupil concerns during the lunch period and encourages positive play.

In line with classroom management behaviour at lunchtimes will be managed in the follow ways:

Minor incidents that occur from time to time particularly when the children are in a less formal situation will be managed by an adult on duty. Examples might include disagreements, disobeying the whistle, pushing in the line. These should be dealt with at the time using the rewards and sanctions previously described e.g. verbal reminder of rules, make an apology, walk with an adult for 5 minutes, asked to stand by the wall.

Sometimes these minor incidents become more serious or are constant despite applying sanctions e.g. persistent disagreements, swearing, breaking branches. If an LTS feels they need further support they are to liaise with a member of the ST who is out on duty. At this point in agreeance with each other it will be decided if a child's peg/name will be moved. If to an amber face the class teacher will be informed of this for their records and the child will follow the rewards/sanctions advice as highlighted in the above paragraph.

Should a child's behaviour warrant a peg/name moved to red then with the agreeance/support of the ST member they will complete a **red behaviour lunchtime slip** ([Appendix 4](#)). At the end of lunch this slip will then be given to the class teacher and **recorded on the online School Pod behaviour incident tab**. The child's peg/name will be moved. The class teacher will need to inform the child's parents of the incident at the end of the day.

It will be the decision of an ST member if a child's behaviour and actions at lunchtime should result in a detention and the ST member dealing with it should complete a detention form and take responsibility for contacting parents.

LTSs will all be given a copy of [Appendix 1](#) to outline levels of behaviour and the necessary sanctions.

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## CHILDREN WITH ADDITIONAL BEHAVIOUR NEEDS

Children whose behaviour in school goes beyond those that fit within the 'norm' and give cause for concern will be monitored regularly against appropriate targets and in line with their **Behaviour Support Plan** (Appendix 2) (if one has been put in place). In order to try to ensure a consistent approach between home and school it may be appropriate, even in the early stages, to meet with the parents to discuss relevant issues and strategies. The advice of outside agencies may be sought. If necessary a risk assessment will also be put in place as well as a BSP

## CONTACT WITH PARENTS

As a school we would hope to manage most behaviour within school. Parents will be contacted if - a **red face/light issued** by the class teacher, **Physical behaviour** by the class teacher, **detention** by the class teacher or member of the SLT or **Internal/Fixed term exclusion** by a member of the SLT - has been issued within the school day. If the situation does not subsequently improve, the Executive Head Teacher, a Deputy Head Teacher or member of the Inclusion Team (all members of the SLT) will arrange a meeting with the parents to agree a way forward. Different strategies will be considered/explored, for example they may be encouraged to take their child home during the lunch break for an agreed period of time, to provide a 'breathing' space.

Staff will, as soon as possible make every effort to contact the parents of a child who has been on the "receiving end" of any severe or persistently unacceptable incidents to assure them that the situation is being dealt with. If parents contact the school with regard to any concerns about behavioural issues, these will be brought to the attention of a member of the Senior Leadership Team and the member of staff involved. The Executive Head Teacher will be called upon if further action is needed. A course of action will be decided upon jointly and parents will be kept up to date.

## PHYSICAL INTERVENTION

### (for Team Teach trained staff)

A number of staff are Team Teach trained across both schools in order manage the de-escalation and physical intervention for severe and challenging behaviour. The Governors have agreed that the relevant staff including the Inclusion Team, 1:1 TAs dealing with children with behavioural needs, the Strategic Leadership team and other key members of staff should be Team Teach trained. Only trained staff will be authorised to use Team Teach techniques. Trained staff will be identified in key areas such as first aid points and in the H & S File.

**Primary Prevention** is achieved by:

- The deployment of appropriately trained and competent staff
- Avoiding situations and triggers known to provoke challenging behaviours
- Creating opportunities for choice and achievement

**Secondary Prevention** involves the employment of diffusion techniques following the recognition of early stages of a behavioural sequence that is likely to escalate. The use of physical intervention at this stage may be justified if it is clear that:

Primary intervention has not been effective and

- The risks associated with not using a physical intervention are greater than the risks of using same and
- Other appropriate methods have been tried without success

## Implementation

All instances of physical restraint must be reported using the online School Pod behaviour incident tab which can be found in the office. This will be shared with parents, and reported to Governors. (If it is likely that reporting an incident to a parent will result in significant harm to the student then Child Protection procedures must be implemented as in the Child Protection policy).

## Risk Assessment

When physical intervention techniques are used it is important that the appropriate steps are taken to minimise the risk to both staff and children. In the case of emergency interventions the staff will make a risk assessment at the time taking into consideration the risks associated with intervention compared with the risks of not intervening. Employees have a responsibility to report any circumstances which give rise to an

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increased risk to their Health and Safety e.g. medical conditions. Where there are reoccurring incidents these risks will be included on individual BSPs.

## Support following incidents

Team Teach techniques seek to avoid injury to the student but it is possible that bruising or scratching may occur accidentally, albeit in the interests of keeping the child and others safe. Any injury must be reported within the bound and numbered book. If first aid is necessary this must be recorded in the First Aid log. Following a serious incident people take time to recover. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Any member of staff or student at the school involved in a serious incident involving Physical Intervention may require additional support following the incident. Staff should ensure that they are fully recovered before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Students may need a quiet time taking part in a calming activity. They may need to be removed from the incident and time to talk about how to avoid such an incident next time. They should however resume their usual routine as soon as possible.

## Exclusions

On very rare occasions, when all other possibilities have been exhausted, it may be necessary to consider exclusion procedures. If and when such a case arose, the school would follow carefully the procedures as laid down by the DfE and Local Authority. A letter outlining the procedures of exclusions, external support that parents can receive if needed and return to school dates should be given to the parent and a reintegration interview will be arranged. Behaviour contracts will be signed on return. Fixed term exclusions are reported to the office and recorded on SIMs. (**Appendix 3**)

Fixed Term Exclusions will be structured as follows:

**1 day** for a first time exclusion.

At reintegration meeting a guidance sheet will be given detailing the next stages (**Appendix 4**)

**2 days** for a second fixed term exclusion.

After a 2 day exclusion parents & child will need to meet with a panel of governors at the earliest opportunity available. This meeting will be to discuss how to work in partnership to resolve the behaviour issues.

**3 days** for a third fixed term exclusion

At this point, the Education Inclusion Partnership (EIP) will be involved as Permanent Exclusion will now be considered. Advice from EIP will be followed in partnership with the school and parents

**5 days** for a fourth Fixed Term Exclusion and Permanent Exclusion could be considered depending on the situation.

Please note that any Fixed Term Exclusion can be changed to a Permanent Exclusion at any point in this process depending on the severity – Quote from Exclusions for maintained schools... DFE guidance

Permanent Exclusions will be decided upon in conjunction with Governors and will follow procedures outlined by the DfE and Local Authority.

## REPORTING TO GOVERNORS

Behaviour is monitored on a termly basis through an analysis of red face/light forms, beyond the red face forms and bound and numbered book entries. Full reports on behaviour are given to the Governors as part of the safeguarding and inclusion committee to ensure they are aware of standards of behaviour and procedures and sanctions. Behaviour is also report on each half termly Head Teacher's report.

This policy is reviewed annually – Review date September 2018

## Linked Policies

Anti-bullying

Values

Complaints,

Online safety,

Social Media,

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Physical Intervention,  
Child Protection,  
Whistleblowing,  
Code of Conduct

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## APPENDIX 1

	Examples of behaviour	Possible Consequences
Level 1	Swinging on chair Interrupting/calling out Running inside the school Being in the wrong place at the wrong time Ignoring instructions Affecting other pupil's learning Inappropriate remark to other pupils Silly noises Pushing in line Not completing sufficient work in lessons Talking in assembly Talking when lining up	Name moved to amber  Staying in to finish missed work.
Level 2	<b>Persistent stage 1 behaviour</b> Rudeness Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling Threatening another child Repeated refusal to do set task Aggressive and rough play	Should the child's behaviour continue to be unacceptable another warning is given followed their name moving to red <b>(INPUT ON SCHOOL POD)</b>  Removal of classroom privileges <ul style="list-style-type: none"> <li>HIS each red = 5mins break/5mins GT</li> <li>HJS each red = 10mins break/10mins GT</li> </ul> Time with Year group leader  Parents informed at the end of the day  Recorded in behaviour log file in classrooms
<b>HIS – Each red face = loss of 5mins Golden Time/4 reds = time with SLT</b> <b>HJS - 3x red within a week = Detention 30mins/ 4x reds = After School Detention</b>		
Level 3	<b>Persistent stage 2 behaviour</b> Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious challenge to authority Stealing Highly offensive remarks to children Leaving school without permission Refusal or walking away from staff	Time out of the classroom in an adjoining class or practical area or time with Year group leader  Lunchtime isolation with member of SLT <b>(SLT INPUT ON SCHOOL POD)</b>  HIS 4 reds – Child taken to the office.  Parents informed at the end of the day by CT/DHT (after discussion)  Depending on regularity/severity parents invited in for meeting with HT/DHT and CT  BSP (in conjunction with SENDCo)
Level 4	<b>Persistent stage 3 behaviour</b> Bullying Fighting Hate incidents with intent Violence Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Internal exclusion for a half day or whole day <b>(SLT INPUT ON SCHOOL POD)</b>  After school detention  Meeting with parents
Level 5	Dangerous or consistently unmanageable behaviour	Meeting with parents  Fixed term exclusion <b>(ST to complete paperwork)</b>  Behaviour contract with pupil and parents

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## APPENDIX 2

### Behaviour Support Plan

Violence to staff level (0-10)	Damage to property level (0-10)
Frequency (0-10)	Frequency (0-10)
Violence to peers level (0-10)	Risk of absconding level (0-10)
Frequency (0-10)	Frequency (0-10)

0 = no risk 10 = significant risk

Medical Issues:	
Target Behaviours:	
Planned response to appropriate behaviours including strengths and praise points:	
Triggers:	
<b>Preferred supportive strategies and de-escalation techniques:</b>	
Verbal advice and support	Distraction (give details below)
Reassurance	Time up/countdown
CALM stance/taking	Timeout (give details below)
Negotiation	Withdrawal
Choices (Max 2)	Transfer adult
Humour	Success reminder
Consequences	Details:
Planned ignoring	
<b>Description of behaviours:</b>	
<b>Identification of Risk</b>	
<b>Describe the risk</b>	
Is the risk potential or actual?	
Who is affected by the risk?	
How often does it occur?	
Who is likely to be injured?	
<b>Additional Information:</b>	

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## APPENDIX 3

### Internal/fixed term exclusion form

Name	
Date	
Type of exclusion	
Duration of exclusion	
Reason for exclusion	
Build up details (if applicable)	
No. of red faces to date	
No. of detentions to date	
Report card (date & duration)	
Previous exclusions (type, dates and duration)	
<b><u>Witness statement – Detail of events leading to exclusion</u></b>	
Staff	
Staff (if applicable)	
Child (being excluded)	
Pupil (Victim)	

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Pupil (witness)	
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**Add boxes if needed**

<b>Follow up actions</b>	
Parents View	
Agreed actions to be put in place to prevent future exclusions	

<b>Checklist</b>	
In school records completed –	
Parents contacted & informed of level of exclusion	
Formal letter completed (fixed term only)	
Behaviour contract signed	
Incident recorded on SIMS	
Risk assessment put in place (if applicable)	

## APPENDIX 4

### Process following Reintegration Meeting 1

Following the reintegration meeting should further exclusions be necessary the following process will be adopted:

- **2 days for a second fixed term exclusion**

After a 2 day exclusion parents and child will need to meet with a panel of governors at the earliest opportunity available. This meeting will be to discuss how to work in partnership to resolve the behaviour issues.

- **3 days for a third fixed term exclusion**

At this point, the Education Inclusion Partnership (EIP) will be involved as permanent exclusion will now be considered. Advice from EIP will be followed in partnership with the school and parents.

- **5 days** for a fourth fixed term exclusion and permanent exclusion could be considered

Please note that any fixed term exclusion can be changed to a permanent exclusion at any point in this process depending on the severity. Permanent Exclusions will be decided upon in conjunction with Governors and will follow procedures outlined by the DfE and Local Authority.

APPENDIX 5

**CONTRACT FOR ...**

- 1. I will be polite and respectful to all the grown-ups who support me at school and at home.**
- 2. If I have to be reminded of the rules because I am not behaving appropriately, I will listen and try to make adjustments.**
- 3. I understand that there are rules and boundaries and that I should follow them. I also understand why we have rules and boundaries.**
- 4. If I feel myself getting angry I will do my absolute best to calm down. The adult will hand me a reminder I will then take this to a quiet area in order to calm down. When the bell goes I will return to the adult to discuss in a calm manner.**
- 5. If I get in trouble or get a detention I will take it on the chin and accept the consequence, I will not argue about it.**
- 6. I will not be a nasty person and threaten people around me.**
- 7. I understand that the consequences of not adhering to the contract will be red light, removal from the classroom, detention, working in isolation and exclusion depending on the severity.**

**Signed (child)** \_\_\_\_\_

**Signed (school)** \_\_\_\_\_

**Signed (parent)** \_\_\_\_\_

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Date \_\_\_\_\_

**NB – This document is amended to suit the needs of each individual**

## **APPENDIX 9**

### **CLARIFICATION INFORMATION** STATUTORY GUIDANCE, DEPARTMENT FOR EDUCATION (DFE) AUTUMN 2012

If school staff, or the school, is made aware of misbehaviour when pupils are:

- travelling to and from school
- wearing the school uniform
- identifiable as pupils from the school
- misbehaviour off the school site

The school will:

- discuss this with the pupil and other witnesses if necessary
- employ the school's behaviour code if necessary
- inform parents and carers of the misbehaviour and, if necessary, any sanctions taken in the school

### **REASONABLE FORCE**

Legislation now allows members of school staff 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.

The law allows the confiscation of inappropriate items and the power to search, without consent, for prohibited items, including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco
- fireworks
- pornographic images