



OVERCHURCH INFANT SCHOOL

Behaviour and Discipline Policy

Important coronavirus (COVID-19) update

We have added [Appendix 7](#) to this policy, which provides details on how schools can manage pupils' behaviour during the coronavirus (COVID-19) pandemic.

Approved by FGB:	
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Signed:	Headteacher
Signed:	Chair of Governors

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Statement of intent

At Overchurch Infant School we are proud of the way our children behave. They care for others and know that they are expected to **‘Make the Right Choices’** in order that school is a calm and happy place to be.

The purpose of this policy is to outline the strategies we use for managing behaviour and discipline. The implementation of this policy is the responsibility of all teaching and support staff. It is important that all staff, children and parents work together in order to support the **P**ositive **E**thos of our school. Exceptions to the use of this policy will apply for any instances of bullying or dangerous behaviour when parents will be immediately informed (Anti-bullying policy/ positive handling procedures/ exclusions).

Overchurch Infant School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

It is really important that you understand our philosophy and the way we work with the children to help them develop personal responsibility for their behaviour.

We use the language of choice and make it clear that they are expected to do the right thing and if they choose to do the wrong thing then there are consequences.

If you have any concerns about your own child’s behaviour or our policy then please speak to the class teacher in the first instance.

We are committed to:

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

“Celebrating and supporting positive behaviour throughout school”

RATIONALE

- a. This policy has been created to encourage and support the children in managing themselves and taking responsibility for their own behaviour and learning.
- b. It is a framework of agreed rewards and sanctions which will clarify, establish, promote, develop and maintain expected standards of behaviour as agreed, for both staff and children. Children will be expected to adhere to the Behaviour and Discipline Policy in any situation and with any responsible adult.
- c. It is also designed to develop and promote a whole school positive attitude to discipline and behaviour to ensure a safe, happy and fair learning environment for everyone.
- d. The consistency of approach by all adults is crucial to the success of the policy. All adults are expected to be role models using positive language and actions.
- e. Central to our school ethos are the character rules '**Be Nice, Work Hard and Never Give Up**' and the implementation of this policy reinforces the importance of these rules.
- f. There is a strong link with our on-going programme of PSHE which encourages pupils to take responsibility for all aspects of their personal, social, health and safety decisions/actions.
- g. We aim to promote the development of this personal responsibility by incorporating a range of learning strategies into the pupils' daily lessons. This is intended to instil a sense of independent thinking, co-operation and collaboration, alongside a 'Positive Mindset' in support of our whole school aims.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Positive Handling Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO
 - Headteacher
 - Subject leader

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

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

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

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language

- Fighting or aggression

For the purpose of this policy, the school defines “low-level unacceptable behaviour” as any continued unacceptable behaviour which is having a continued detrimental effect or may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

4. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs.

5. Prohibited sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

6. Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment:
 - Matches, lighters, etc.
- Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs)
 - Alcohol
 - Solvents
 - Any form of illegal drugs
 - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or similar items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals
- Other items:
 - Liquid correction fluid
 - Chewing gum
 - Caffeinated energy drinks
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hair spray

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The headteacher will always be notified when any item is confiscated.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

7. Pupil expectations

7.1. Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

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

7.2. The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises, as appropriate.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

8. Rewarding good behaviour

8.1. The school recognises that pupils should be rewarded for their display of good behaviour.

We explicitly teach THE **GOLDEN RULES** from the time children start school. We also frame our expectations around our **3 CHARACTER RULES**. Alongside these we use **OLLIE'S RULES** in Nursery and we build into our PSHE programme an understanding of positive **CHARACTER TRAITS** as demonstrated by our **SUPERHEROES**.

All these things underpin our school mission statement

“Children are at the heart of all we do.”

Character values central to our Ethos are:

‘Be nice’ ‘Work hard’ ‘Never give up’

These should be referred to every day as a natural ‘choice’ question for all children whose behaviour is called into question.

Superheroes identify key character traits that support our Ethos:

Freddie Friendship	“Think with your heart”	are you a good friend?
Eddie & Edie Equality	“Make the world a better place”	are you being fair?
Poppy Respect	“Be the 20 th child”	are you choosing to do the right thing?
Dennis Determination	“Don’t stop, keep going”	did you give up too easily?
Elsie Excellence	“Aim high”	are you doing your best?
Colin Courage	“Go for it”	have you been brave?

Reception develop pupils understanding of the character traits by linking them directly to our 3 values ***Be nice (Freddie Friendship), Work hard (Elsie Excellence) and Never give up (Determined Dennis).***

Golden Rules

We are gentle	We don't hurt others
We are kind and helpful	We don't hurt anybody's feelings
We listen	We don't interrupt
We are honest	We don't cover up the truth
We work hard	We don't waste our own or other's time
We look after property	We don't waste or damage things
We behave safely	We don't cause danger to ourselves or others

The Golden Rules need to be learnt and understood by everyone at Overchurch Infant school as they are central to our whole school ethos.

Parents can usefully refer to these at home as they underpin social / life values.

The Golden Rules are operated inside and outside of the classroom environment and referred to regularly as the language of behaviour management.

Ollie's rules are used in Nursery to simplify our expectations in line with the children's maturity. They are built upon as the children enter FS2

Ollie's Rules

Ollie says we look after our things.

Ollie says be gentle.

Ollie says tell the truth.

Ollie says be kind and helpful.

Ollie says listen.

Ollie says work hard.

Outdoor Rules

We listen and keep to the playground safety rules.

We look after the playground.

We are gentle when we play.

We respect everyone's games.






We are honest with everyone.

We are kind and helpful towards others.

- These rules are based upon and support the Golden Rules.
- Active playground games help to engage children in purposeful physical activities and provide a positive play environment, reducing the opportunities for disruptive behaviour.
- Play leaders are trained up to work with younger pupils and offer positive role models.
- School councillors check out the buddy benches to see if anyone is on their own.
- Adults are expected to be vigilant at playtimes, looking out for children who may be isolated, upset, or otherwise unable to manage this time.

Voice levels

- In each classroom, and in communal areas around school, there are voice level posters displayed to remind children of appropriate volume levels.
- Children are reminded to use the appropriate volume when entering and leaving the building, walking through corridors, during learning time, in assemblies, etc. Adults should consistently refer to these levels to reinforce expectations.

	4	Outdoor Voice
	3	Presenting Voice
	2	Indoor Voice
	1	Whispering
	0	Zero Voice (silence)

8.2. All pupils have a **RIGHT TO GOLDEN TIME** at the end of each week. This is a special time each Friday afternoon which children earn as a right for their good behaviour. This right cannot be removed unless there have been breaches of the rules, warnings given and opportunities to earn warnings back have not been achieved. Golden time must be a special time used as the fundamental reward for keeping the golden rules and behaving well. We have a **clear system of rewards and sanctions** so the children are aware of the boundaries and expectations for behaviour.

8.3. The school will use the following rewards for good behaviour:

- **Golden time**
This is a special time each Friday afternoon which children earn as a right for their good behaviour children should be given choice and have 'different' activities provided
- **Gold awards**
Gold awards can be given by any member of staff to children who have 'done something special' and need to be rewarded. This may include academic work or general behaviour around school

- **Well done board**
All classrooms should have a board accessible to the children upon which they can write their own names when recognised by an adult for good behaviour. In F1 this is a laminated Ollie Owl that they place their photograph and name on for achievements and making the right choices
- **Superstars**
Every class must choose 2/3 superstars to be announced and celebrated at Friday Celebration Assembly each week. Staff have to give the reasons for awarding these and it is nice to record the reason on the superstar badge in readiness for the assembly.
- **Writing Wizards & Mathemagician**
Each class should choose 1 Writing Wizard and 1 Mathemagician for a curriculum focused reason. Children should have this curriculum link written on their badges and be able to talk about it in celebration assembly.
- **Special Mentions**
During whole school celebration assembly any member of staff may put forward a special mention. This is a child chosen from stand out behaviour in and around school. These special mentions are recorded on the special mention notice board.
- **20th Child Award**
At the end of every half term a child is chosen from each class who has consistently displayed and upheld the golden rules. They are awarded a 20th child star which is displayed on the celebration star and invited to 'Hot Chocolate Friday' with the Headteacher.

9. Unacceptable behaviour

- 9.1. Unacceptable behaviour will not be tolerated at the school.
- 9.2. Breaking any of the rules laid out in our Code of Conduct will lead to sanctions and disciplinary action.

10. Sanctions

- 10.1. There is no corporal punishment at the school.
- 10.2. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- 10.3. At Overchurch Infant School, teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil.
- 10.4. Sanctions will be dependent on the seriousness of the misdemeanour.
- 10.5. The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- **Warning board** - All classrooms must have a board accessible to the children upon which they can write their own names when instructed by an adult for poor behaviour. Children should be given an opportunity to take their names off the warning board by demonstrating an improvement in behaviour. If warnings remain by Friday Golden Time then the child misses 5 minutes for each warning. If any child has three warnings they must go to the Headteacher to miss their Golden Time. Sand timers must be used so the **children see** the time they are losing.
- **Loss of golden time** - Pupils lose 5 minutes for each warning on the board by Golden time. The maximum time lost is 15 minutes. If a child has lost the maximum time they must go to see the Headteacher. All warnings are cleared at the end of the week and everyone starts fresh on a Monday.
- **Time out** - This is the usual sanction in nursery as the children need an immediate sanction rather than warnings over the week. It should be used sparingly and generally a quiet talk will be all that the youngest children need.
- Reporting the behaviour to the **Headteacher**
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Contacting external agencies such as social services
- Excluding the pupil

10.6. At Overchurch Infant School, we recognise that at an Infant level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

10.7. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

10.8. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

- 10.9. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the Headteacher using an incident reporting form and record the incident on CPOMS.
- 10.10. The Headteacher will keep a record of all reported incidents.
- 10.11. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
- 10.12. Following an allegation of serious unacceptable behaviour, the pupil may be placed in isolation in another classroom or Headteacher's office whilst an investigation by the **Headteacher** takes place.
- 10.13. If, following an investigation, the allegation is found to be true, the Headteacher will issue the appropriate disciplinary action.

11. Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

12. De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language

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

13. Intervention

In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in [section 6](#) of this policy, reasonable force will only be used, if necessary, to search for the items listed above. Any physical intervention used will be conducted in line with the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

14. Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an [annual](#) basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's Positive Handling Policy.

All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

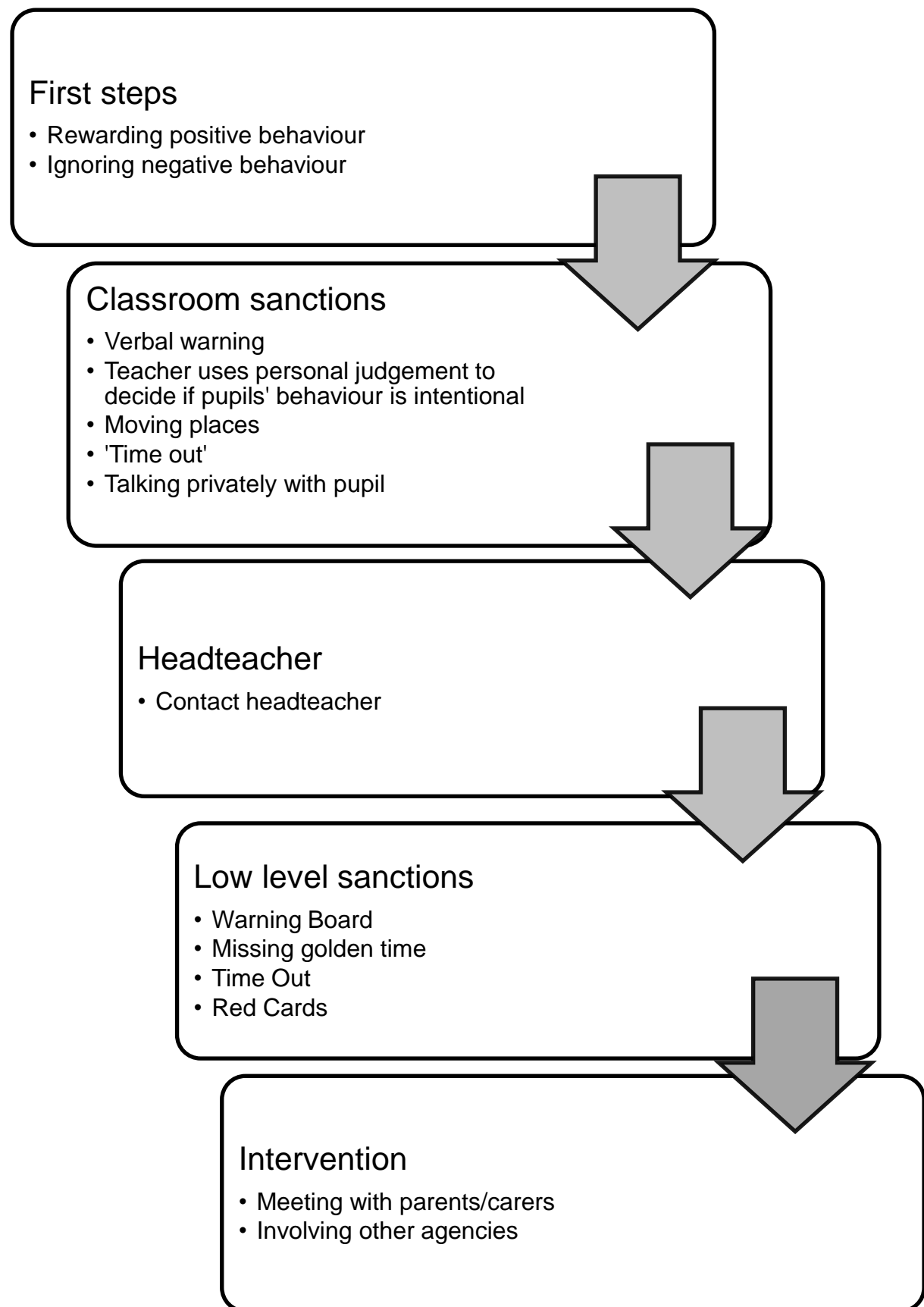
Teachers and support staff will receive regular and ongoing training as part of their development.

15. Monitoring and review

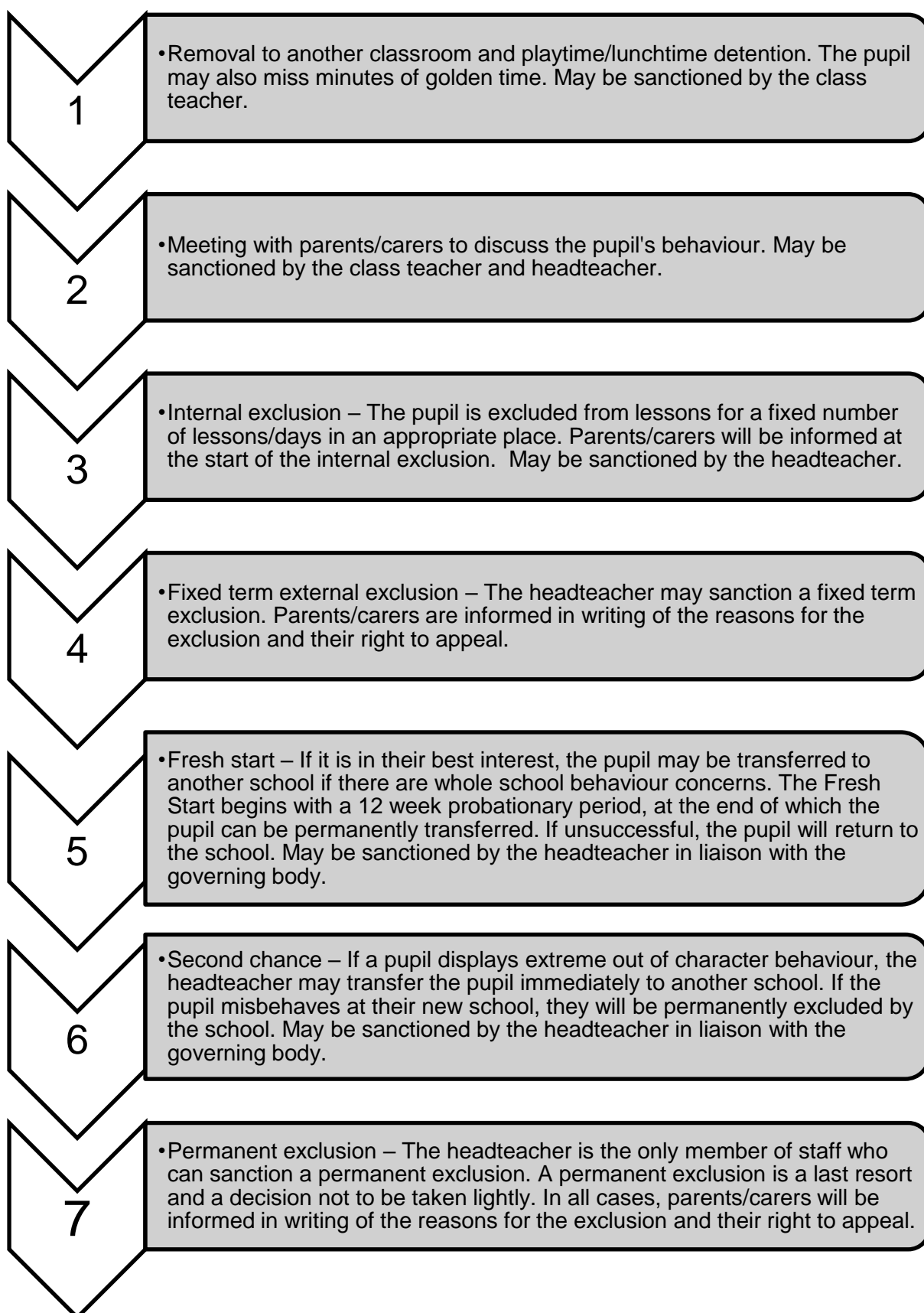
This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

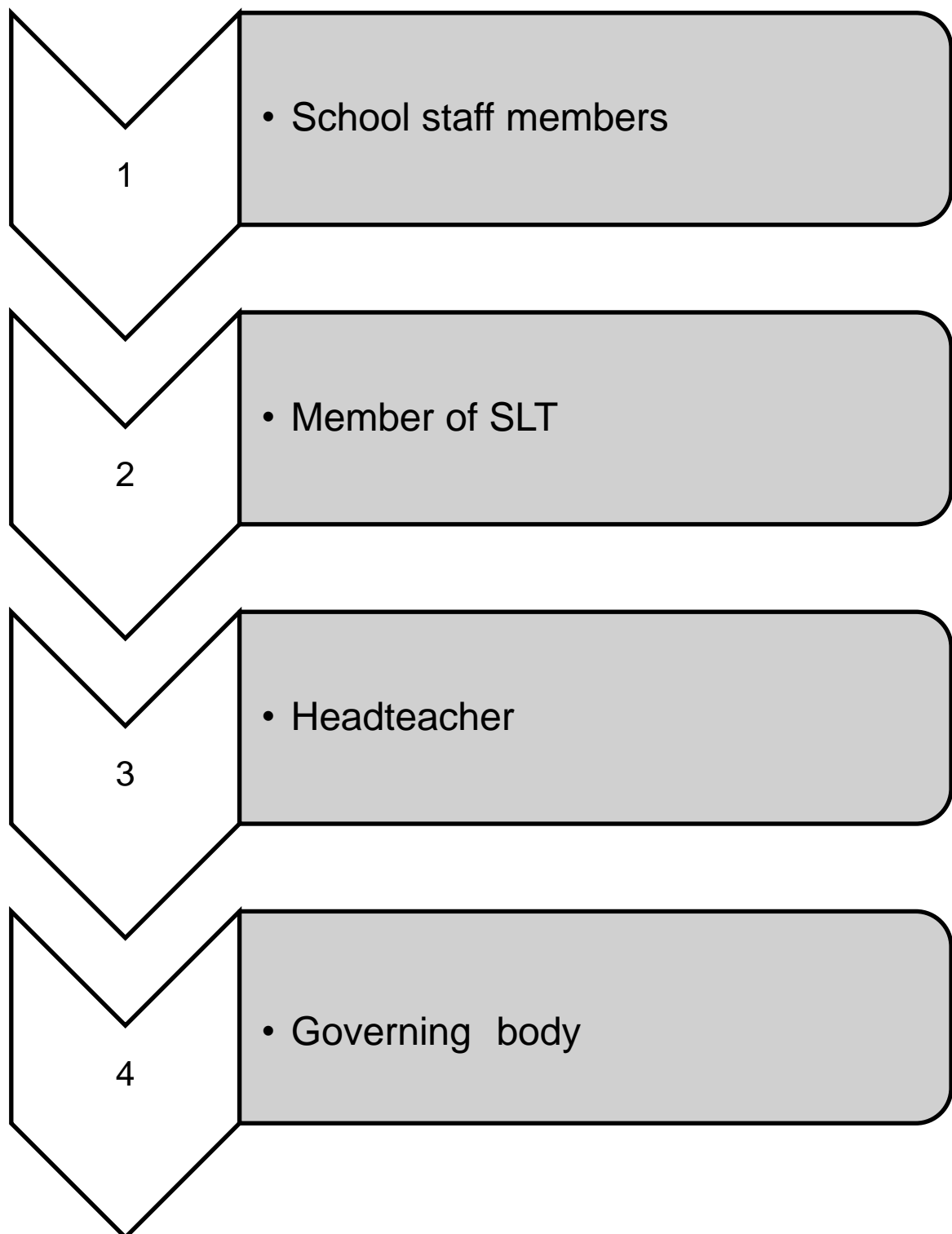
Appendix 1 – Managing in-class incidents flowchart



Appendix 2 – Agreed sanctions for serious and continuous unacceptable behaviour



Appendix 3 – Behavioural reporting structure



Appendix 5 – Incident reporting forms



INCIDENT REPORT FORM 1 (INCIDENTS REPORTED IN SCHOOL)

Date:	Person completing the report:
Child's Name:	Class:

Report of the incident:	
Actions taken:	
Parents Informed?	Recorded on SIMS?
Further action needed?	

Appendix 6 – Behaviour management observations review form

Child's name: _____ Date: _____ Key worker: _____

Does there appear to be any patterns or triggers to the child's inappropriate behaviour?

Do our existing management strategies seem to be effective?

What achievable targets could we put in place for the child to work towards?

What are the child's strengths/positives?

What effective strategies could we adopt to help the child achieve a target?

Additional comments:

Appendix 7 – Parent-school agreement letter



Home School-Agreement Parental Declaration

As parent/carer of _____, I agree to ensure that my child abides by the terms of the school's Code of Conduct and behaviour system and have explained the consequences that may occur if they break the school rules.

Signed by

Parent/Carer	Date:
Child's Name (print)	Class:



Home School-Agreement Pupil Declaration

I, _____ understand why the home-school agreement and school behaviour system is important and I agree to follow the school rules and behave in a way which reflects the vision of Overchurch Infant School.

Signed by

Pupil	Date:
Parent/Carer	Date:
Form Tutor	Date:

Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time. The appendix covers behaviour expectations for pupils learning both on-site and remotely.

The information in this appendix is under constant review and will be updated to reflect any changes to national or local guidance.

Enforcing control measures

The school ensures that infection control and social distancing rules are communicated effectively to all pupils. Staff are informed about the measures in place so they can enforce these rules at all times.

The school informs parents of any changes to provision outlined in this appendix. The school expects pupils to uphold these rules at all times, including on school transport, where practicable. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

Attendance

Attendance is now mandatory for all pupils, unless they have been advised to shield, from 8 March 2021.

The attendance register is taken as usual, in line with the Attendance and Absence Policy.

All pupils who are not eligible to be in school due to self-isolation or shielding and are receiving remote education will be marked as Code X.

Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents will not be penalised for these absences. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the headteacher.

If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.

Where a pupil cannot attend school because they are following private clinical or public health advice, they are expected to access remote education on the next school day where they are well enough to do so.

Non-attendance is managed in line with the Attendance and Absence Policy, which includes specific provisions that will be followed during the coronavirus pandemic.

Clinically extremely vulnerable pupils who have been advised to shield are not be penalised for absences during the pandemic.

Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

In the event that a parent of a child with coronavirus symptoms insists they attend school, the school has the right to refuse the pupil attendance if in its reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.

16. Arrival and departure

The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

The school expects pupils to move immediately to their learning area after washing their hands upon arrival. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

Hygiene and infection control

The school has conducted and will adhere to the Coronavirus (COVID-19): Risk Assessment for Schools in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

The school understands that younger pupils and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

- Upon arrival at school.

- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
- When they return from breaks.
- When they change rooms.

Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability. Pupils are expected to dispose of tissues using the litter bins provided. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

Pupils are expected to understand that schools must have an increase of ventilation, meaning windows and doors may need to be open more frequently; therefore, they are expected to dress appropriately for potentially cooler temperatures.

Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.

The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.

The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

When removing a face covering, pupils must:

- Not touch the front of their face covering during use or when removing them.
- Wash their hands immediately on arrival to school.
- For temporary face coverings, dispose of them in a covered bin.

- For reusable face coverings, store them in a plastic bag.
- Wash their hands after removing the face covering.

Social distancing

General

Pupils adhere to the social distancing measures put in place by the school, which are fully set out in the school's Social Distancing Policy. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

Pupils are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Maintain two metres distance and refrain from touching their peers and/or staff where possible.
- Remain within their assigned bubbles.

Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others to the best of their ability, through teaching, praise and supervision.

In the Dining Hall

The school expects pupils to respect the health and safety of catering and Dining Hall staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

Pupils are allocated specific time to use the Dining Hall to help adhere to social distancing rules. Pupils do not enter the dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.

Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

Moving around the school

The school expects all pupils to move around the school following the school's arrangements, e.g. using the one-way system.

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the Dining Hall.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

III health and infection

The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

The school premises

Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

Breaktime and lunchtime arrangements

The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

School uniform

The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.

Parents do not need to clean their child's uniform any more often than usual.

To prevent discomfort caused by increased ventilation, pupils are permitted to wear additional, suitable indoor clothing to keep warm.

Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:

- **They are plain in colour**
- **They are practical for school**
- **They do not display words, logos or graphics that are considered offensive**

Managing the behaviour of remote learners

Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.

Pupils who have been instructed to shield or have been instructed to self-isolate will engage with remote learning if they are physically well enough to do so.

If pupils are unable to engage with remote learning the parents must notify the school as soon as possible to discuss the issue further.

The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Attend remote classes or group sessions on time.

- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in [section 13](#) of this policy may be in place.

Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so.

Support for pupils

The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

The school will continue to offer pastoral support to pupils who are self-isolating, shielding and/or vulnerable.

The relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them engage with school life.

The school understands that some pupils have been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth transition between remote learning and on-site provision, where necessary.

The parents of pupils who require additional support to adapt to full school opening are contacted regularly to discuss concerns, and to build confidence in their child's engagement with school.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

Rewards and discipline

Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with [section 10](#) of this appendix.

Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to on-site provision.

Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

Exclusions

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only to be used as a last resort. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the governing board meets to discuss reinstatement within 15 school days. Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.

If it is decided, as per the criteria in the Exclusions Policy, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.

In the event that a remote access meeting is necessary, the governing board ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it. The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.

Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.

Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.

Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:

- Clear instructions are provided about how to join the meeting
- A named person is indicated to whom participants can address questions beforehand
- The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run

The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

The school will make every reasonable effort to avoid excluding any looked-after child. Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary. Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

Close contact behavioural management

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.

The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

Monitoring and review

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the headteacher.

Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.