



## **Discipline and Promoting Good Behaviour Policy**

This policy refers to all pupils including EYFS.

Reviewed February 2024

Next review due February 2025

### **1. Available from**

This Policy is available to parents on the School Website, or it can be viewed in the School Office, or a copy can be requested.

### **2. Policy Statement**

Salterford House School is keen to promote positive attitudes and good behaviour. We believe in a positive behaviour policy which encourages appropriate attitudes and gives rewards and praise wherever possible.

We emphasise praise and encouragement, rather than negative criticism. On the occasions when criticism is necessary it is constructive and includes advice on how to improve. It is the behaviour which is unacceptable, not the pupil.

Pupils should have a clear and consistent understanding of what is expected. We believe that our pupils want to behave well as they recognise that good behaviour benefits us all and the School provides many opportunities for pupils to succeed and to gain recognition.

This policy should be read in conjunction with our Anti-Bullying Policy and Physical Restraint Policy

### **3. Managing Behaviour**

The School acknowledges that we are responsible for managing children's behaviour in an appropriate way.

Corporal punishment is not used or threatened in our School by teaching staff or anyone else who works at School. Staff will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour where absolutely necessary. All occasions of physical intervention are recorded and parents or carers informed.

The school has implemented a behaviour ladder in classrooms to show the children what is expected and sanctions related to different inappropriate behaviours (see Appendix 2).

### **4. The School's Partnership with Parents**

The School endeavours to work in partnership with parents, so pupils receive consistent messages about how to behave at home and at school. We inform parents immediately if we have concerns about their child's welfare or behaviour and expect them to support their child's learning and to co-operate with the School.

### **5. Reasonable Adjustments**

Within our policy, we acknowledge the need to make 'reasonable adjustments' to meet the needs of pupils with SEND or disabilities.

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

## **6. Managing Pupil Transition**

We carefully manage the transition of the children, not only from EYFS through to Key Stage 1 and to Key Stage 2 but also in preparing children for their senior school placement in Years 7. A particular strength of our school is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold transition meetings to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. The Year 6 teachers may also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for the children. Not only are children prepared for the academic transition of moving to senior school, but also the social side. Ex-pupils come back to talk to the current Year 6s about what senior school is like whenever possible.

### **Pastoral Care**

All adults in the school are responsible for the pastoral care of all the pupils. They should act as role models and encourage and praise them throughout each day.

Collaborative work and links between year groups are fostered to develop good relationships between all pupils, for example the 'House System' and the use of Peer Mentors at break and lunch times.

Any change in a pupil's pattern of work, behaviour and progress is discussed at staff meetings to make all teachers aware. This allows for reasons and relevance of misbehaviour to be addressed.

### **Reward Systems**

Focusing on rewarding positive behaviour, rather than negative behaviour, allows the pupils to see that positive behaviour gains more recognition than the opposite.

Praise will be given in a variety of ways throughout the school day and is seen as a natural part of all school activities and lessons either in or out of the classroom.

Praise is given in an age-appropriate manner and some of the ways are as follows:

- A written positive comment on the pupil's work.
- A sticker.
- A visit to another member of staff/Deputy Head or Head for commendation.
- A public word of praise in front of a group or class.
- A card or verbal feedback to parents informing them of a deserving action or achievement.
- Public acknowledgement by a presentation at 'Achievement Assembly'.
- A wristband in recognition of achieving the school's values.

Red squares and House Points are awarded for worthwhile accomplishment in any area of School life, including effort, good work and behaviour. The aim is to promote an understanding that effort is valued regardless of the level of a pupil's attainment. House Points are awarded on the accumulation of 3 red squares and individuals are

given certificates when they attain a selected number of House Points (10=Bronze, 20=Silver, 30=Gold). Every term, each year group chooses two children to receive a merit badge for most red squares achieved. These are submitted to the pastoral lead at the end of term and handed out at the final assembly of the term.

## **Sanctions**

In the belief that pupils want to behave well and to expectations, we look at infringements of our rules as an indication that a pupil needs help with an aspect of their life. We believe that this means that adult intervention is needed to help guide the child through that aspect of their life. It is often the case that to punish poor behaviour without finding the reasons for it will only have a short-term effect.

Unfortunately there may be times when a pupil displays inappropriate behaviour or attitude. Sanctions are shared with pupils through the school Behaviour Ladder, which lists behaviour choices and the resultant sanctions. Pupils must always be given a chance to improve their behaviour. Staff may:

- Give a verbal reminder.
- Give 'time out', which may be used inside School or in the playground (for a prescribed period of time).
- Withdraw access to certain areas of the School grounds during lunchtimes or playtimes.
- Withdraw break or lunchtime privileges.
- Report the matter to the Deputy Head or Head.
- Contact parents.

Sticker Charts are also used on occasion if disciplinary or work problems persist. These are usually issued only after consultation with parents and entail a lesson-by-lesson check on the pupil's work, attitude and conduct. They are viewed as a support to the child's progress rather than a sanction.

Consistency of sanctions and communication between staff about individual sanctions are essential and therefore each week staff discuss any significant concerns or sanctions that have been put in place at briefings or meetings. All staff also use the 'Behaviour Ladder', which is shared with children. Bullying is totally unacceptable and is taken very seriously. Please see the Anti- Bullying Policy.

## **Longer Term Sanctions**

### **Report Card**

In consultation with the Head and/or Deputy Head, class Teacher and parents a Report Card might be used.

- The child is issued with a Report Card and informed of the rules and time period.
- The card is carried by the pupil. It is signed by all relevant staff. The card can be used to monitor:
  - behaviour in lessons;

- behaviour in the playground;
- behaviour at lunch;

Regular monitoring of the card is carried out by the class teacher and Deputy Head.

### **Positive Handling Plan (PHP)**

In consultation with the Head/ SENCO, class Teacher and parents a Positive Handling Plan might be put in place. This outlines the reasons why a PHP has been introduced and details actions to be taken should an incident of inappropriate or more serious behaviour occur. A PHP is written with the particular needs of the individual child at the forefront so a range of different strategies will be put in place.

If a PHP has been written, the child will be offered tailored support in recognising the reasons for their inappropriate behaviour and actions to take in order to prevent repetition. This might involve regular sessions with the Headteacher or Deputy Head.

Sanctions for serious misbehaviour will be recorded in the serious sanctions book.

Should the behaviour necessitate, then Senior Management will discuss the possibility of suspension or expulsion.

Examples of such behaviour include:

- Persistent behaviour described above
- Repeated bullying
- Bullying which results in serious injury
- Possession of an illegal drug

Parents have the right to have any such decision reviewed by the School.

### **Exclusion**

Each child and situation will be treated individually. We will always work with all the staff and parents to ensure the best interests of the child, only as a last resort will exclusion be considered.

#### **Fixed Term Exclusion and Permanent Exclusions**

We expect all members of the school community to act in a reasonable, supportive and respectful manner in ensuring the well-being of our community. Where this is compromised by the conduct of a child or parent exclusion will be considered.

Salterford House School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. The following forms of exclusion are available as an ultimate sanction:

- On-site Exclusion – removal from usual activities but not from the school site, such an exclusion will last up to a full day. An internal exclusion may be the initial part of a fixed term exclusion while the school awaits the collection of the child by parents.
- Fixed Term Exclusion – the child is removed from school for a set period of time at the discretion of the school.

- Permanent Exclusion – the child is removed from the school roll. This will be preceded by a fixed term exclusion to ensure proper investigation and consideration of events.

The power to exclude a pupil can only be exercised by the Head or Deputy Head in the absence of the Head, and then only in consultation with the Head. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. The Head will discuss all exclusions with the proprietor prior to the decision being taken. The Senior Leadership Team will monitor exclusions and ensure that the school policy is administered fairly and consistently.

Exclusion may be the result of repeated failure to abide by the school's expectations of good conduct, or to exercise respect for its aims and ethos. However, exclusion may also result from a single serious incident, which *may* include the following:

- Threatened or committed violence or abusive language against other members of the school community
- Distribution of illegal drugs
- Bringing into school objects which may cause harm to other members of the community or pornographic literature or images.
- Stealing from the school, a member of staff or a fellow pupil
- Malicious or disruptive behaviour, including open defiance of authority
- Engaging in sustained bullying of other pupils
- Making allegations against a member of the school community which are confirmed to be malicious
- Malicious use of social media

Every pupil has a right to confidentiality during the consideration of a possible exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- Length of exclusion and whether it is temporary or permanent.
- Reasons for the exclusion.
- Parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, an exclusion will remain in place, except at the discretion of the Head.
- The child will be given work to do at home for the first five days of a fixed term exclusion.

### **Malicious accusations**

If an allegation against a member of staff is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned

is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Head teacher will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Salterford House School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

### **Early Years Foundation Stage (EYFS)**

We recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. We recognise that under the "Statutory Framework for the Early Years Foundation Stage" (2017), we are responsible for managing behaviour in an appropriate way. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work in the EYFS will use and promote positive language with children where possible. In EYFS, a child will normally be gently redirected. If unacceptable behaviour persists, he or she will be withdrawn from the group for a short period, and if necessary, taken to another room to calm down. Our behaviour management strategies in EYFS are based on the following key principles:

- We model expected behaviour
- We use eye contact with children
- We use our body language as well as our words
- We use specific praise to reward positive behaviour
- Where possible, we ignore negative or attention seeking behaviour
- We phrase our requests in a positive manner
- We promote independence and responsibility
- We use our knowledge of each child as an individual
- We do not make assumptions about children's understanding
- We empower children to choose the right course of action.
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### **APPENDIX 1: SEARCHING AND CONFISCATION**

This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school. Our School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Care and consideration will be given to the age of the child when following the guidance in this policy.

This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2018. The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Equality Act 2010

#### **Search with Consent**

School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.

It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree. They do not need written consent from the child.

The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

### **Search Without Consent**

The Headteacher and staff authorised by the Head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **Establishing grounds for a search**

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.



In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2018

### **Dealing with Electronic Devices** (statutory guidance)

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school's Behaviour Policy.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

### **Guidance for Carrying Out A Search**

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, trays and bags.

A pupil's possessions can only be searched in the presence of the pupil and an-

other member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

**Use of reasonable force** (Please refer to our Physical Restraint Policy)

### **Informing Parents**

There is no requirement for the school to inform parents before a search. Parents may be informed as part of the school behaviour policy and procedures. Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school.

If a parent makes a complaint then the normal procedures for dealing with a complaint should be followed.

### **Record Keeping**

Although there is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded.

To be updated: February 2025

## **Appendix 2**

## Salterford House School Behaviour Ladder

### Examples of Negative Choices

- Fighting
  - Seriously hurting someone
  - Ongoing bullying
  - Stealing
- Throwing something at someone
  - Hurling or intimidating someone
  - Swearing at someone
  - Damaging someone else's property
- Refusing to work
  - Being rude
  - Teasing others
  - Name calling
  - Breaking equipment
- Shouting out
  - Making silly noises
  - Wandering around the classroom
  - Throwing food
  - Being unkind
  - Talking back to an adult



### Consequence

- Positive behaviour plan
  - Completing work outside the classroom
- Visit to the headteacher
  - Lunchtime detention
  - Loss of privileges
  - Meeting between your parents and your teachers
  - Losing playtime
- Parents contacted
  - Time out in another classroom
  - Visit to the headteacher
- Name logged in the behaviour book
  - Sitting out of play
  - Written or spoken apology
  - Moved to another space in the classroom

Level Four

Level Three

Level Two

Level One