

Abbots Hall Primary Academy



Behaviour Policy

Agreed by Governors: March 2025

Next Review Date: March 2026

Version control

Date	Version no.	Key changes from previous version
3/2019	V1	New policy Appendix 1: Behaviour Blueprint
7/2019	V2	Covid-19 Addendum to the Behaviour Policy
9/2020	V3	Change to reporting incidents on MyConcern
2/2/22	V4	Addition of individual behaviour plans
11/22	V5	Updated wording of 'fixed term exclusion' to suspension
3/24	V6	Wholesale change of policy

Introduction:

At Abbots Hall Primary our vision is that **'we are all academically, socially and emotionally prepared for our own unique journey'**. Our aim is to provide children with a safe, caring and consistent environment where they are enabled to develop their own self-discipline. It echoes our core values of **confidence, resilience, courage, respect, compassion and responsibility**. This policy also reflects our belief that children learn from making mistakes and, therefore, our policy focuses on restorative practice; encouraging children to become reflective.

Aims of the policy:

- To create a culture that excellent behaviour is a minimum expectation
- To ensure that all children are treated fairly and shown respect
- To help children take control over their behaviour and be responsible for the consequences of it
- To give clarity to all stakeholders on policy and procedure regarding behaviour management

Our School Rules

At Abbots Hall, we have three rules. The children are expected to be **'Ready, Respectful and Safe'** at all times.

We believe that every behaviour in school falls under one of these three categories. By simplifying our rules we help children understand them, remember them and, therefore, follow them.

The three school rules form the basis off all restorative practices in school and are referred to consistently by staff.



Recognition and rewards for effort

Celebration Assembly

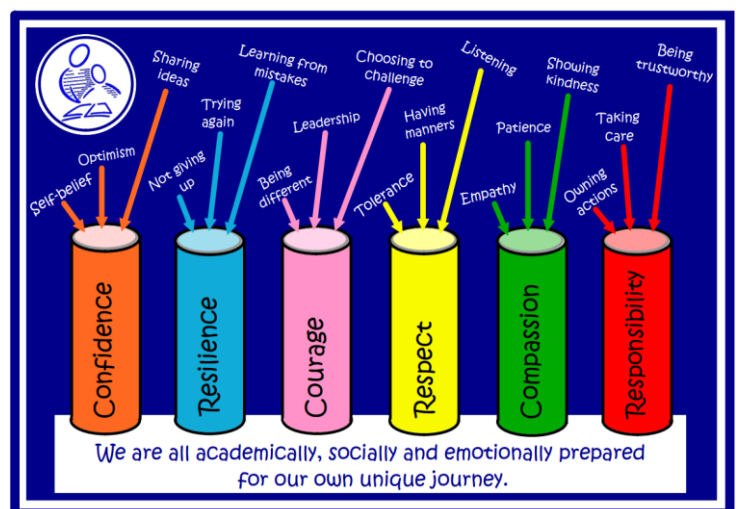
Each week, one child from each class is chosen for the 'Hot Choc Friday' award. This child will have consistently gone "over and above" in demonstrating our school rules and values during the week. These children meet to share a hot chocolate and receive recognition from the Headteacher for their continued hard work.

Values Tokens

All children are acknowledged when a member of staff recognises one of our core values in their behaviour. They are given a 'values token' which is recorded on their personal profile.

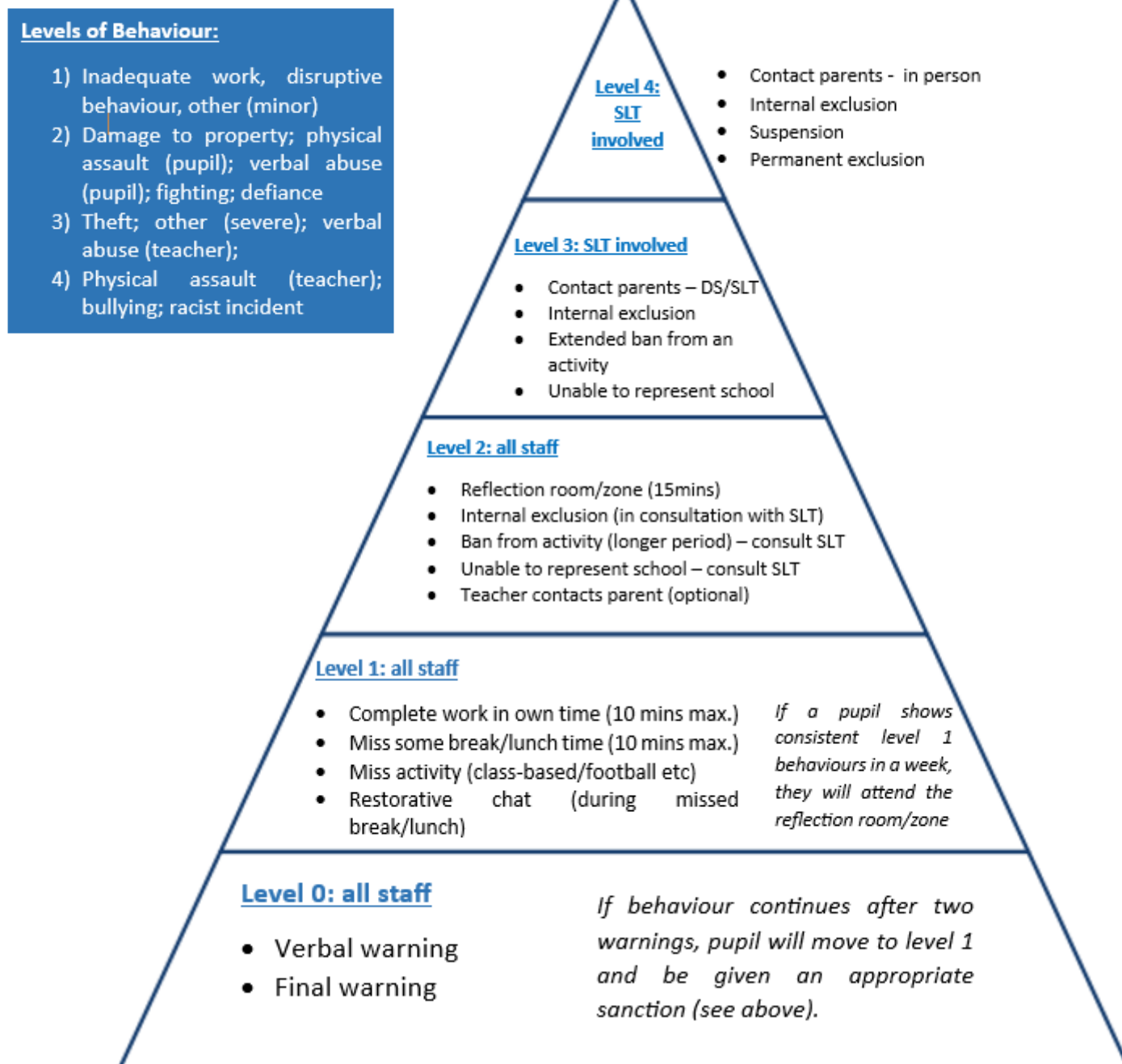
These tokens can be used to 'purchase' rewards in our 'Abbotsolutely Everything' school shop. Children are able to 'purchase' smaller items for an immediate recognition of their behaviour, or save their tokens for a more valuable reward.

This enables children to take ownership of their own behaviour and encourages them to show our values on a daily basis. It recognises that there are many children in school who always 'do the right thing' and allows them to be rewarded for this.



Managing Behaviour

When a child is not following our school rules, all staff use the following hierarchy to identify appropriate sanctions. It is the role of the member of staff who identifies an incident to carry out an investigation. They are then responsible for administering a sanction, seeking support from a senior leader where appropriate.



Restorative practice (Reflection room/zone)

We use restorative practice to enable children to reflect on their behaviour. Through this approach, children are able to identify the impact of their behaviour on others and how they can act differently in future. Conversations are adult-led and consistent, with a focus on supporting the child to learn from their mistake. All level 2 sanctions are logged on the Arbor system.

Reflection Script

During reflective conversations and 'reflection time' staff will use the following script as a basis for their conversation with the pupil

At Abbots Hall, we are READY, RESPECTFUL and SAFE

What's happened to bring you here today?

That doesn't sound like you were being

Was anyone affected/upset by your behaviour?

What could you do if you are in that situation again?

What would you do differently next time?

Exclusions

Internal exclusion

Following investigation of an incident, a member of the school Senior Leadership Team (SLT) may decide that an internal exclusion is an appropriate sanction. The length of the internal exclusion is decided by the member of the SLT who will consider all information regarding the incident. During an internal exclusion, the child will be given work to complete while under the supervision of a member of SLT.

Suspension

At Abbots Hall, we believe that that suspensions are not always an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents meet a member of the SLT to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The governors of Abbots Hall Primary Academy agree with this stance and all policies and procedures are in place to support inclusion of all children. Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other children at the school.

Children's conduct outside the school gates

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Individual behaviour plans

We recognise that a whole school behaviour system may not be suitable for a small number of children. Where appropriate, an 'individual behaviour plan' will be used to support a child with their specific needs. The school pastoral team will meet with parents to agree the plan and will review it regularly. It is the expectation that all staff working with the child will adhere to the individual behaviour plan and seek support from the pastoral team when issues arise.

Reasonable Force

At Abbots Hall, designated staff members are trained in the theoretical and practical methodology of the Safe System of Positive Behavioural Support and Safer Handling for Educationalists. Reasonable force will only be used after all other strategies have been exhausted. In these circumstances, it will be utilised for the shortest time possible. The

actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. (Appendix 1 - details on the use of reasonable force)

Confiscation of Inappropriate items

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items include, but are not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school which has been identified as an item which may be searched for.

Appendix 1 – Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

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Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit. Where possible, a designated member of staff with appropriate training will be present.

When can reasonable force be used?

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control children or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and children. This policy should include guidance on the use of reasonable force although this is not a legal requirement.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.

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

By taking steps to ensure that staff, children and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

For further detail please see Abbots Hall Primary Academy Positive Handling Policy.

Associated resources

- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in children. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklistfor-teachers>

Legislative Acts

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012