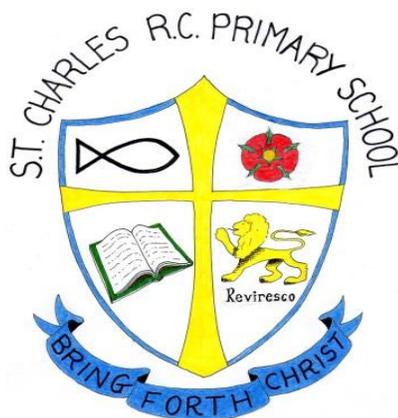


ST CHARLES' RC PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY 2016-2017



“Bring Forth Christ”

Created:	November 2016
By:	Mrs Vivien Baker
Approved by Governors:	
The Head teacher is responsible for monitoring this policy.	
Signature of Chair of Governors	
Date:	
Signature of Head teacher	
Date:	
Date of next review:	November 2017

MISSION STATEMENT

“Bring Forth Christ”

1 Statement of Principles

St Charles' School is a Roman Catholic Community, which aims to provide the best possible education for our children.

Each individual is encouraged to grow in the love and knowledge of God and Christ's teaching. An effective partnership is encouraged between families, parish and school. This provides an environment of love and respect, security and confidence, which allows every child to achieve his or her full potential - and be happy.

It should be obvious to all who enter St Charles school that a high value is placed upon caring for each individual child, each other and the world we live in.

We wish to create a climate in which all adults encourage pupils to exercise self-control and self-discipline, alongside self-reliance, self-esteem, self-motivation and selflessness. All adults have high expectations of pupils.

2 Context

Policies related to this document include:

- Health & safety policy
- Safeguarding policy
- Attendance policy
- Teaching and learning policy
- Home-school agreement.
- Complaints Policy

The schools' Single Equalities Policy and Anti-bullying policy are also relevant; however statements from these policies form part of this policy as whole.

3 Classroom Management

At St Charles we aim to promote excellent behaviour in the classroom. To do this we use a number of different strategies. Much of what we do in the classroom is based around our whole school rights and responsibilities.

Rights and Responsibilities

You have the right to a safe environment.
You have the responsibility to follow safety rules.
You have the right to voice your opinion.

You have the responsibility to respect the opinions of others.
You have the right to use school books, materials and equipment.
You have the responsibility to take care of all school materials.
You have the right to fair treatment.
You have the responsibility to treat others fairly.
You have the right to a good education.
You have the responsibility to do your best.

We use the above, alongside our School Rules, to encourage appropriate behaviour in the classroom. All staff aim to ensure that the structure of lessons are taught to ensure a consistent approach, seating plans are used strategically in the classroom to prevent any known issues from occurring. Members of staff also use a number of different ways of encouraging appropriate behaviours for optimum learning to take place and ways to engage pupils and maintain pace in lessons.

4 Rules

Each class agrees a set of rules at the beginning of each year based on the need to respect everyone within our school community, to follow the example of Jesus by showing love of one another. Our rules are all positive ones, telling the children what is expected.

All children are expected to be:
Kind and helpful
Polite and friendly
Caring towards everyone in our school family

EXPECTED BEHAVIOURS

Children are expected to walk, as running is dangerous. Children are allowed in the classrooms when an adult is present. Children must use “Please” “Thank you” “Sorry” at all appropriate times, and all adults must be shown respect.

School Uniform is compulsory. Children’s personal property should be clearly labelled with their name.

ARRIVING AT AND LEAVING SCHOOL

If children need to leave school during the day the Office Manager should be informed at the beginning of the day by the parent, and collected from the main entrance.

Reception class, Year 1 and Year 2 children are collected from their classroom door. All children are told to come back into school if they cannot find their parent. Year 3 to Year 6 children walk quietly out of their own back door to find their parents or in the case of some older children to walk home by themselves. Children are asked to cross the main road by the lollipop lady/man.

IN THE CLOAKROOM / TOILETS

Children are expected to:
Hang their PE bag on their own hook
Put their own lunch box in the appropriate place

Keep the toilets clean
Wash their hands and place paper towels in the bin
Pick up any articles which they find on the floor and leave quickly and quietly

If there are any accidents, children are asked to tell an adult immediately.

MOVING AROUND SCHOOL

Children are expected to

Walk quietly around school, keeping to the left side of the stairs.
Hold doors open for adults

IN THE PLAYGROUND

Children are expected to play happily, carefully and sensibly. Children should go to the toilet on the way out to the playground.

Lining Up Procedures:

- The member of staff will blow the whistle three times.
- Children freeze and put one hand in the air.
- The member of staff will call a class and group, i.e. 'Year 4 girls' who then walk to their lining up place.
- Teachers meet the children on the yard and take their class as they are ready, boys first.
- Teachers lead their class inside.

IN THE DINING ROOM

Children are expected to enter quietly and collect their lunch from the hatch, sit down in their own place and begin their lunch. Children who bring their own packed lunch sit down immediately and begin their lunch. Sandwiches should be brought in a lunch box or plastic bag. Drinks should be in a plastic flask or bottle. School bags, cans and glass bottles are not allowed in the dining room. Children on packed lunches are expected to provide their own cutlery and cups. Children are expected to take their lunch boxes back to the cloakroom, collect their coats, go to the toilet and go quickly on to the yard.

DURING ASSEMBLIES

Children are expected to:

Walk into the hall in silence and sit down when requested by their teacher. Children are requested to listen to the assembly, music and prayers and join in when requested.

DURING SWIMMING AND OTHER OUTINGS

Children are expected to be polite and friendly, kind and helpful and behave as if they were in school. Children may usually sit with friends, two on a seat and chat quietly.

ALONG THE ADMINISTRATION CORRIDOR

Children are expected to treat offices and the staff room as though they are visitors. Knock on the office door and wait to be invited in saying "Excuse me Mrs..... please may I"

5 Rewards

As a reward for keeping the school rules, the children can expect rewards including smiles, words of praise, house points, being made “Star of the Week”, stickers and message pad notes to go home to parents.

Dojos are given for good work or particularly kind and respectful behaviour. The winning house gets a treat on Monday morning after the results have been announced in assembly.

6 Sanctions

If our rules are broken, the incident will be discussed with the child. If the problem is not solved then a warning will be given. The traffic light plus a gold star system is used in every class. All children start off on green. If the warning hasn't stopped the problem, the child moves their name from green to amber - this is a visual reminder that they have received a warning. The child is given the opportunity to move back to green by the end of the lesson if there are no further problems.

If the problem persists, the child will move their name up to red. The sanction for being on red on the traffic lights is to miss minutes from their next break time. So if they are nine years old, they will miss 9 minutes break. This should be the next break of the day - either morning break or lunchtime break. If this is at the end of the school day, they should take home a white refectation sheet. There is a rota (on the staff room notice board) for supervising children whilst they miss their break time. Again, if there are no further incidents, they can move back to green at playtime, lunchtime or the end of the day.

If a child is on red and their behaviour is still a problem, they will be moved away from the situation, possibly to another class taking their work with them if feasible. The child will be given a Yellow Sheet and will discuss this with another member of staff. Children are always supervised for this and never left unsupervised in a classroom.

If an incident is particularly serious or there have been three Yellow Sheets, the member of staff will issue a Red Sheet which will be discussed with the Head or Deputy Head teacher.

Red and Yellow Sheets - An Explanation

- Based on restorative practices and the school's values.
- They will be used in conjunction with the traffic lights system already in use across all classes.
- If a child has already been on red on the traffic light and persists in inappropriate behaviours the class teacher/member of staff would issue a yellow sheet. The staff member would fill in the top part - child's name, date, class, referring member of staff, location of incident and values not being followed. As they fill it in they would explain to the child why they are getting the sheet and the values they have transgressed. They would also then take/send the child to another member of staff - this does not have to be Head/Deputy, all staff are expected to present a 'united front' and deal with behaviour issues, although I would suggest that in practise we send children to another teacher or

Mrs Hodgson as Pastoral Manager. The child should always know why they have received the sheet.

- The member of staff the child has been referred to then talks to the child about their behaviours and choices and discusses with them the impact of their behaviours/school values etc. The child then writes their comments (or staff member writes for them what they say if they are unable to write) these may be showing an understanding of what they have done, what choices they will make in the future and how they will make amends.
- The member of staff the child has been referred to also writes their comments and any consequences that are to follow - and signs/initials it to say they have dealt with the matter and it needs no further action. They then take the child back to the class and the child makes amends (eg apologises etc)
- If a child is due to receive a third yellow sheet in a week then the red sheet is used. This is an indication of a more persistent problem and so a red sheet would be explained to the child and filled in by the referring member of staff (as for yellow) but then passed to the Deputy or Head. Red sheets are for persistent problems or more major/serious behaviours. The Head/Deputy would then fill in the remainder of the red sheet and investigate the reasons behind the behaviour problems - they would decide whether to contact parents and also consequences. This would be signed by pupil/Head or Deputy and parent (if contacted). Parents should be contacted (even if just phoned rather than asked to come in) as a way of keeping them informed, involving the whole school community and also as a way of sending the message to the child (and the rest of the children) that receiving a red sheet is a serious thing.
- A red sheet can also be given without having to have given yellow sheets first. This is for a major infringement - racism, bullying, violence, repeated refusals etc. This would follow the same process for filling in the sheet/dealing with the incident as outlined above.
- Yellow and red sheets are to be retained by class teacher and gathered half termly by Pastoral Manager to be analysed for patterns that can be addressed either with a staff member of child - E.g. any one member of staff issuing lots of them, is there a specific training need or issue? Any patterns where child receives a lot of sheets on a Monday for instance etc. Once this analysis is completed it is shared with staff.
- For the system to work, ALL staff must take responsibility for it, support each other by dealing with children appropriately who have been sent to them, use restorative techniques and language and the school values must be embedded and discussed/used every day. This includes welfare staff, support staff, all teaching staff, office staff and the cleaners! It also needs to be dealt with then and there - so if an incident happens at lunchtime the sheet must be filled in by the person dealing with it - it cannot be referred to someone else to fill in for them. If a child is brought to another member of staff without a sheet they must be asked to fill it in with the child first - the child has to know that they are taking responsibility for dealing with the behaviour and also it gives that member of staff chance to explain why they are receiving the sheet.

In line with our catholic faith, after children have done something wrong, then made amends, they will be forgiven and the incident closed. **It is the behaviour staff do not like, not the child.**

Teachers may use a variety of strategies, including:

Separation

For persistent or more serious disruptive behaviour, the Headteacher should be informed. The Headteacher may then choose to separate the child from the rest of the class for a period of time until good behaviour is assured. The child may be told to stand or work outside the Headteacher's room.

Contacting Parents

At the Teacher's or Headteacher's discretion parents will be contacted for persistent or serious behaviour, or for behaviour which causes concern. An Individual Behaviour Plan may be drawn up and regularly reviewed.

CURRICULUM ORGANISATION AND BEHAVIOUR MANAGEMENT

Teachers take a whole school approach to the curriculum organisation.

In all planning they take note of:

1. The delivery of Personal and Social Education with the rest of the curriculum.
2. The need for high academic expectations and success for all pupils.
3. The delivery of the curriculum in a way that is relevant to the lives of children in the 21st century, with an appropriate balance of activities and teacher input.
4. The structure for children to work independently and develop work habits.
5. Identifying the purposes and methods of grouping children for certain activities.
6. Determining ways of organising the children who have special needs.

Detentions:

Teachers have a legal power to put pupils under 18 in detention.

Detention is used as a sanction during break times in the school day. The Headteacher can decide which members of staff can put pupils in detention. Parental consent is not required for detentions. Staff will act reasonably. With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

Exclusion:

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the Governing Body (or discipline committee) about exclusion and the Governing Body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so). A reintegration meeting with the Headteacher, the child and parents will be held before the child returns to class and an IBP drawn up.

Sanctions - conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the same consequences will apply as if the pupil was in school.

The teacher may discipline for any misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity or

Travelling to or from school or

Wearing the school uniform or

In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

7 Preventing Bullying

We aim to make St Charles Primary School a safe and happy place to work. Bullying, in any form and by any person, will not be tolerated in school. Both the school's commitment to the 'Rights and Responsibilities' and the 'School Rules' stated above support this philosophy. Claims of bullying will be listened to earnestly and action will be taken in line with the school behaviour sanctions. Bullying behaviour is viewed seriously and is dealt with promptly. There is no such thing as acceptable bullying.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Prevention

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy of zero-tolerance consistently when

episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

Each class has worked together to create a 'Bullyproof shield' as a positive reminder of our expectations.

In addition the issue of bullying will be raised with pupils at a number of levels including:

- At whole school level - through assemblies and acts of worship when children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. This issue will be raised regularly when the whole school will be informed of the progress of the anti-bullying policy and any changes which may be introduced.
- Through an annual involvement in Anti-Bullying Week (late November), with various awareness raising activities, including; guests in school, competitions, newsletter and published materials for families and a review and update of the school's Anti-Bullying Charter.
- At classroom level - during circle time, PHSE, RE and Citizenship
- At individual level - children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Parents who believe their children are the victims of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.
- If deemed appropriate any child who is found to be bullying other children in school will be supported with an Individual Behaviour Plan. The plan (IBP) clearly identifies the specific behaviours which are causing concern (ie. Bullying others), clear targets and expectations for behaviour and a series of stepped consequences which will be implemented if the targets are not met. These plans are tailored to meet the needs of children at different points in their school career.

In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

The Equality Act 2010 requires public bodies to have due regard to the need to: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the Equality Act. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

8 Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item although if it is reasonable to do so, it will be returned to parents.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

9 Power to use Reasonable Force

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions that may be used by teachers that involve a degree of physical contact with pupils.
- 2) 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 pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them.
 - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 5) 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?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

3 When can reasonable force be used?

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

Schools can use reasonable force to:

- remove disruptive pupils 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.

Further information is contained in the 'Care and Control' policy.

10 Roles and Responsibilities

The Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body will consult the Headteacher, school staff, parents and pupils when developing these principles. The Governing Body is aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy in the context of this framework and decides the standard of behaviour expected of pupils at the school; how that standard will be achieved; the school rules; any disciplinary penalties for breaking the rules and rewards for good behaviour.

The behaviour policy includes measures to prevent all forms of bullying among pupils.

Teachers, teaching assistants and other adults with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other adults with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

St Charles RCP School has, and asks parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

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

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full time education provided by the school Governing Body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary

school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

11 School Support Systems

For those pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place, there are systems in place to support them.

In the first instance the Headteacher will meet with parents to and may begin an Individual Behaviour Plan which will be reviewed on a weekly basis. This sets out the changes in behaviour required and the best course of action in order to support the pupil and or the family where necessary.

At this stage, external support services may also be called upon. In addition to our own school support we also have the option to utilise the SEN/Inclusion services at Lancashire CC and/ or alternative provision. This may also include support for parents. School will also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment will be considered.

As a school we have a duty to consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be consulted.

Our Governing body (with regard to relevant statutory guidance) has the power to direct a pupil off-site for education to improve his/her behaviour.

12 Consultation, monitoring and evaluation

The SLT, relevant members of the staff team and governors have been involved in approving this revised policy. The Headteacher together with SLT and governors will continue to monitor and evaluate this policy, which will be reviewed in the autumn term 2017. This policy will be placed on the schools website following approval - <http://st-charles.lancs.sch.uk>

13 Complaints Procedure

PROCEDURES FOR THE HANDLING OF COMPLAINTS IN ST CHARLES

The policy of the School is to work in partnership with parents and the wider community. It is based on the belief that co-operation and a sense of joint purpose between staff, parents and the School will assist in ensuring open and positive relationships. From time to time, however, parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the School, the conduct of the Headteacher, an individual member of staff, the Governing Body or an individual governor. The School will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the School will ensure that they are dealt with effectively and with fairness to all parties. Further details are in the Complaints Policy.

- 1) All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is **not** for the member of staff to show that he/she has acted reasonably.
- 4) Suspension will not be an automatic response when a member of staff has been accused of using excessive force. St Charles School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) St Charles School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

ST CHARLES' SCHOOL - INDIVIDUAL BEHAVIOUR PLAN **EXAMPLE**

Pupil's name xxx N/Curr Year x IBP no. 1

Nature of Pupil's difficulty: Physical aggression and lack of awareness of appropriate safety measures.
Start date

WHAT IS DIFFICULTY? Stated positively, what can the child do unaided, what can they do with support?	TARGET	WHO? WHEN? HOW?	OUTCOME/ EVALUATION
When Xxxxxxx is in a positive frame-of mind he can work well in class and get along with other children. Sometimes, Xxxxxxx reacts inappropriately to a situation and can hurt other children.	Xxxxxxx to remain in control of himself and not to react with physical aggression towards other children	Xxxxxxx to remember to get his coat early so that he can be at the front of the line at home time. Xxxxxxx to sit on the bean bags in class if he needs to calm down. Xxxxxxx to write a letter of apology to the child he strangled at home.	
Xxxxxxx has good conversational skills however, when things don't go the way he wants, he can speak aggressively to adults. Xxxxxxx needs to understand that the adults are in charge and he cannot attempt to control the situation by being loud and/or aggressive, he has to follow adult instructions to keep himself and others safe.	Xxxxxxx to keep his voice under control at all times when speaking to adults in school and at home.	Individual Behaviour Plan for one week which is signed at the end of each day by a parent. Xxxxxxx to have some time alone rather than playing with other children to reflect on his behaviour.	

Signature of Parent/Carer Pupil's signature

from DATE	Morning		Lunchtime		Afternoon	
Friday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						