

# The Grove School Promoting Good Behaviour and Relationships Policy

**This policy complies with Section 89 of the Education and Inspections Act 2006**

Reviewed: April 2023

Annual cycle

Next review: April 2024

Context reflected in review:

In 2022 the Department for Education (“DfE”) released new guidance on behaviour in schools which has substantial changes from the previous guidance from 2016.

Whilst the focus of the old guidance was on disciplinary measures and appropriate sanctions, the new guidance moves more towards school culture, a whole school approach to tackling behaviour and, for those who need it, additional support to meet behavioural expectations.

For us at The Grove School this guidance proves faithful to our long standing behaviour policy in which staff model good behaviours, we teach good behavior, we learn about good relationships, we understand that some children will need different support to others in a proactive process where possible. Our behaviour messages to the children are non-shaming and based on trauma-informed practice.

We will use the DfE behaviour and KCSiE guidance to support any further issues not raised in this policy eg with regard to safeguarding matters.

## **The Grove School and our Governors Good Behaviour and Relationship Principals**

We believe that every member of the school community has the right to feel safe in school and that children will maximise their achievement in a calm and ordered learning environment where there is mutual respect between adult and child.

At The Grove School, children are expected to behave in a considerate and responsible manner and it is our aim that children grow up to be co-operative, fair minded, courteous, respectful and responsible people.

All adults working in the school have a collective responsibility for ensuring that children learn to behave well. Staff will be trained to be in line with our policy and will be consistent, firm and fair in promoting good standards of behaviour throughout the school. We know that effective working relationships are based upon clear expectations, mutual respect and regular well-earned praise.

We believe that the home/school partnership is vital in achieving standards of good behaviour. Parents will become involved at an early stage if behavioural difficulties become a matter for concern.

As a school we believe also in having positive attitudes towards learning such as being open to advice, to think carefully, to be willing to try new things, to have a positive attitude, to learn from your mistakes (marvellous mistakes), to stay focused and to be open minded.

The Grove School staff and our Governors strongly support their duty under section 175 of the Education Act 2002 ensuring that the behaviour policy and practice promotes safeguarding and the welfare of children and eliminates discrimination under section 149 of the Equality Act 2010.

### **Strategies for improving behaviour.**

All staff use praise to encourage the desired behaviour. If an incident occurs, it is the behaviour that is criticised and not the child. We aim to develop self-esteem and enable children to understand the appropriate behaviour or response.

Staff spend time talking with children, encouraging them to take responsibility for their actions. We encourage children to talk and listen to each other and to explore feelings so that they are able to develop empathy and sensitivity. We use in class/ key stage/ assembly/ PSHME sessions to work on these issues. We also use our own pastoral care system throughout the school and support individuals on a 1-1 basis to help children process their emotions. We use group friendship sessions or similar activities to enable empathy and understanding, and we take a very personalised and long-term approach to support and help children to respond to the boundaries provided and the high expectations for behaviour.

Our curriculum supports the strong development of thoughtful behaviour and meaningful relationships throughout. We actively teach the children how to respect each other and

themselves and to be proud of their learning, the presentation of their learning and their excellent behaviour choices.

Staff are aware that behavioural difficulties are minimised when children are challenged with meaningful tasks that are achievable. We value children's best efforts through constructive praise, showcasing learning, Praise Assemblies and by showing work to other adults, classes and children.

We analyze our behaviour data from CPOMS to reflect and further improve behaviours at school.

### **Our School Code**

1. Treat other people as you would want to be treated yourself. Be polite, respect others and their property.
2. Respect school property –it is ours and belongs to all of us!
3. Be on your best behaviour around the school at all times. Walk in the corridors and around the building.
4. Leave jewellery, toys and games at home so you can enjoy them there. Make-up is inappropriate for our primary school setting.
5. As a staff we respect and value each other's contribution to school life. As adults we feel that we are role models for children in our behaviour around school. Verbal intimidation and bullying is not tolerated by adults to one another and this includes parents, visitors and all staff. Threatening behaviour will be reported to the Headteacher in the first instance and then the Chair of Governors.

### **Rewards.**

- Individuals, groups and whole classes can contribute to class based awards – the reward system varies from class to class and responds to the motivations of the class group.
- Children are verbally praised regularly for good behavior by all staff
- Excellent behavior is praised by senior leaders in assemblies and other reward systems

### **Consequences and sanctions.**

Discipline issues are usually dealt with by the class teacher unless violence has been used in which case the Head, deputy or SLT member must deal with the incident and the child must take time to reflect on their actions (age appropriate).

Children who continue to disrupt lessons can be sent to another teacher and then the Deputy Head or Headteacher if the poor behaviour continues (if this is appropriate and done in a non-shaming manner ie 'we are all here to help you') Parents are informed by the class teacher on the day where possible. We believe that informing parents early, enables a solution to be found sooner rather than later and builds a clearer understanding behind the behaviour, emotions and circumstances to help us to help the child.

At The Grove, we have the following sanctions:-

- Unacceptable behaviour will be recorded and will result initially in informal sanctions i.e:- a child missing a playtime for quiet contemplation time.
- Any serious incidents are noted in CPOMs online confidential system.
- In the small number of cases where poor behaviour or work persists parents will be asked to attend a meeting with the class teacher
- Children who persistently have difficulties controlling their behaviour and causes harm or disruption to others will be helped to gain control of their positive choices through a personalised plan which will suit their needs and the desired outcomes. E.g. a safety plan
- Should it be deemed necessary, the child will be given a home/school book which will be a record of a child's behaviour. This is completed by a member of staff as appropriate.
- Regular meetings could be held with parents to monitor the child's behaviour and work and the Headteacher will be involved in this process.
- In exceptional circumstances, fixed term or permanent exclusion or lunchtime exclusions may be used in line with Devon County Council recommendations. Exclusion and appeals committees operate in the unlikely event that a child is excluded from the school. The school liaises closely with the inclusion officer for South Devon. The school may also use internal exclusion. A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

### **Playtime and Lunchtime Behaviour.**

Good communication between Meal Time Assistants and teaching staff is vital to ensure that children's behaviour does not deteriorate during playtime or the lunch hour.

Further, all staff understand that whatever their role in school, respect between children and staff should be paramount.

Children who struggle with lunchtimes may be given the option to have a quieter break experience.

The Grove School supports a positive behaviour ethos. As a staff, we feel that it is vital that we demonstrate a consistent approach to behaviour to enable the children and the staff in our school to feel safe from the threat of verbal and physical bullying. (Details of the Anti-Bullying Policy are contained in a separate document)

This policy is reviewed by staff and shared with children and parents yearly and is published on our website.

We report bullying, racism and prejudice cases to DCC following their policy via <https://www.smartsurvey.co.uk/s/ReportingBPRI/>

### **Teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school and support for staff**

With regard to using reasonable force with refer to the non-statutory advice from the Department for Education.

- School staff have a 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.
- Senior school leaders should support their staff when they use this power.

### **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 pupils.

- 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 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.
- 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 Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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. 2 Section 93, Education and Inspections Act 2006

### **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.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- 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.

This policy on the use of reasonable force acknowledges the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

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

The school will report the use of force to parents

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.

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.

It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- and
- To give first aid.

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The Grove school will respond to any bad behaviour when the child is

- taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.

- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The member of staff present will speak directly to the child misbehaving if it is safe and appropriate to do so and remind them of the good behaviour choices they should make. The Headteacher will notify the parents of any children involved and discuss next steps for the child.

The Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

### **Staff Code of Conduct**

We expect exemplary behaviour from staff and follow DDC's code of conduct.

### **Parent Code of Conduct**

As a school we also expect good behaviour from parents and carers of children who attend our school.

The Grove School, Totnes – Parent and Carer Code of Conduct Policy

Effective date: March 2020 Reviewed: February 2023

#### Introduction

We are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves a partnership between parents, class teachers and the school community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

#### Purpose and Scope

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about their expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.



## Guidance

We expect all parents, carers and visitors to:

- Respect the caring ethos and values of our school;
- Understand that both teachers and parents need to work together for the benefit of their children;
- Appreciate that staff at school are busy and will try to proportion their time in a balanced and reasonable way to care for all children.
- Demonstrate that all members of the school community should be treated with respect and politeness and therefore set a good example in their own speech and behaviour;
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue;
- Correct their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour;
- Approach the school to help resolve any issues of concern;
- Avoid using staff as threats to admonish children's behaviour.

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers or visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds, including school trips;
- Using loud or offensive language, swearing, cursing, using profane language or displaying temper or be impolite or rude;
- Using passive aggressive behaviours in which staff members feel threatened, debilitated and/ or compromised
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or student regardless of whether the behaviour constitutes a criminal offence;
- Damaging or destroying school property;
- Abusive or threatening or rude e-mails, text/voicemail/phone messages or other written communication;

- Excessive demands of staff time disproportionate to the benefit of all children through emails, phone calls or meetings which consume amounts of time which interferes with the staff member's role;
- The use of photographic/video recording equipment on school premises without prior agreement eg for school productions and assemblies;
- Defamatory, offensive or derogatory comments regarding the school or any of the students/parent/staff, at the school on social media (see Appendix 1). Any concerns you may have about the school must be made through the appropriate channels by speaking to the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned;
- The use of physical aggression towards another adult or child;
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences);
- Smoking and consumption of alcohol or other drugs whilst on school property;
- Dogs being brought on to school premises, except for working or assistance dogs.

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities, and if necessary, ban the offending adult from entering the school grounds.

We trust and expect that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

### **Appendix 1: Inappropriate use of social media**

Nationally, social media platforms are unfortunately being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/students. The Grove consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

If any student or parent/carer is found to be posting libellous or defamatory comments on social media, they will be reported to the appropriate 'report abuse' section of the site. All social network sites have clear rules about the content which can be posted, on the site and they provide robust mechanisms to report contact or activity which

breaches this. The school will also expect that any parent/carer or student removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social media and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social media comments. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

We expect that parents/carers make all persons responsible for collecting children aware of this policy.

## **Appendix 2: Model letters**

Dear parent I have received a report about your conduct on (enter date and time). [Add summary of the incident and of its effect on staff, students, other parents.]

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the school. I must inform you that the school will not tolerate conduct of this nature on its premises and will act to defend its staff and students.

I am therefore informing you that should the school staff have any further concerns about your behaviour formal procedures will be followed.

Yours sincerely

Headteacher

Dear parent I have received a report about your conduct on (enter date and time). [Add summary of the incident and of its effect on staff, students, other parents.]

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the school. I must inform you that the Academy will not tolerate conduct of this nature on its premises and will act to defend its staff and students.

The Headteacher has already contacted you on \_\_\_\_\_. On the advice of the Headteacher I am therefore informing you that should the school staff have any further concerns about your behaviour you will be asked not to enter the premises and you could be prosecuted under Section 547 of the Education Act 1996, which may attract a fine.

Yours sincerely

Chair of Governors

Dear [parent] I have received a report from the Headteacher about your conduct on (enter date and time). [Add summary of the incident and of its effect on staff, students, other parents.]

I must inform you that the Academy will not tolerate conduct of this nature on its premises and will act to defend its staff and students. On the advice of the Head teacher I am therefore instructing that (for a temporary period) you are not to reappear on the premises of the School. If you do not comply with this instruction I shall arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996, which may attract a fine.

The withdrawal of permission for you to enter the school premises takes effect straightaway. However, I still need to decide whether it is appropriate to confirm this decision. Before I do so, I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report which I have received from the Head teacher. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct. To enable me to take a decision on this matter at an early point, you are asked to send me any written comments you wish to make by (state date ten working days from the date of letter).

If on receipt of your comments I consider that my decision should be confirmed, you will be supplied with details of how to pursue a review of the circumstances of your case.

Yours sincerely

Chair of Governors