



Student Behaviour Policy

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Purpose

The policy purpose is to define all Behaviour Management Systems within Bishop Stopford's School.

The policy is based on positive reinforcement of the rules and policies in the school. It gives a framework to reward positive behaviour in the school and a clear structure to challenge behaviour which does not meet the expectations of Bishop Stopford's School vision and ethos. This is in line with our vision - BELIEVE STRIVE SUCCEED.

Our vision is to provide an outstanding, inclusive and aspirational education for all our children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness; spiritually, physically, intellectually, emotionally and morally.

This vision aims to establish a learning environment in which our students may demonstrate their Stopfordian Ethos, supported by an effective behaviour policy.

The Behaviour Policy will continue to be reviewed as part of the school's internal processes and is made to adapt to the ever-changing context in which our students learn.

We will therefore endeavour to further embed nurture and well-being into the ethos of the school, in line with our approach during the Covid pandemic, so that it underpins our approach to behaviour for learning. We will embed proactive practice as recommended by the Education Endowment Foundation as well as implement more restorative practice in school, which focuses upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected.

At Bishop Stopford's School we assert that everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment.

We also ensure that there is always a clear, transparent set of sanctions, which escalate appropriately, in proportion to offences committed so that all stakeholders are fully aware of them.

Likewise we will ensure consistency in practice so that all staff may easily follow official school procedures, recording incidents and sanctions in the same way and ensure effective use of all behaviour data to monitor and improve behaviour across the school.

Underpinning all of this will be the continued facilitation of the school ethos amongst all stakeholders to ensure more effective adherence to the behaviour policy and engendering a positive, caring, nurturing and supportive learning environment where praise and reward is prioritised and ultimately more valued.

Scope

The policy is for the use of all staff and applies to all students who attend Bishop Stopford's School. It applies to all situations within our school community and situations that directly affect or bring the school's name into disrepute.

Background

At Bishop Stopford's school we believe that:

- Christian principles are at the heart of everything that we do
- Everyone has the right to learn and work in a safe environment
- Everyone has the right to be treated with respect

We should all share high expectations of behaviour based on respect, Christian values and good citizenship; therefore the behaviour expectations laid out in this document are applicable to ALL students and stakeholders. The promotion of good behaviour is a shared responsibility and Bishop Stopford's School is committed to working in partnership with parents/carers in order to maximise their child's progress and good behaviour.

The policy is enhanced by five key objectives:

1. Clear, transparent sanctions which escalate appropriately, in proportion to instances of poor behaviour exhibited by students
2. Consistency in Practice so that all staff to follow official school procedures, recording incidents and sanctions in the same way, so that senior leaders receive all the necessary information
3. The embedding of Nurture and Wellbeing into the ethos of the school so that it underpins our approach to behaviour for learning including the use of restorative practices
4. Ensuring the effective use of all behaviour data to monitor and improve behaviour across the school
5. The embedding of the school ethos amongst all stakeholders to ensure more effective adherence to the behaviour policy

The success of this policy depends on the full support of all stakeholders of the Stopfordian Family including parents, students, staff and governors. To this end a Home/School Agreement is in place and will be reviewed annually and the policy will be published on the school website.

It is important to include everyone in our journey to excellence. Staff, parents and students will be consulted about behaviour at least annually via a questionnaire.

Expectations of Students

The student is responsible for ensuring that they adhere to the expectations of the 'Stopfordian Ethos' and that in all of their endeavours they adhere to the principles of our 'Strive for Five Campaign'

The Stopfordian Ethos

- The Stopfordian Ethos is a consistent set of basic classroom expectations and whole school principles that ALL students are to uphold and follow.
- The ethos is designed to create an environment conducive to high standards of learning and achievement.
- The ethos encourages students to recognise the role that they play in their own success and to acknowledge that through the smallest of actions all students can achieve more

The Stopfordian Ethos



Our Student Charter

As a student at Bishop Stopford's School I recognise the role that I play in my own success. Through the smallest of actions I know that I can achieve more.

I will therefore:

- Come to my lessons with the right equipment - prepared and ready to learn
- Arrive to lessons on time
- Sit in the seating plan approved by the teacher
- Follow the behaviour expectations of the teacher
- Support the learning of others by not speaking over them
- Respect others within the classroom and interact with them appropriately
- Participate in all class activities
- Listen and follow instructions
- Complete all work to the best of my ability and hand homework in on time

“It’s our choices that show what we truly are, far more than our abilities”

‘BELIEVE STRIVE SUCCEED’

Whole School Principles

All students agree to adhere to the general principles that underpin the ethos of our school. This is enshrined in our on-going 'Strive for Five' campaign which highlights the 5 basic values that our students are expected to uphold at all times. Our students agree to:

- Be Respectful
- Be Considerate
- Be Successful
- Be Responsible
- Be Loyal

These principles continue to be developed throughout the whole school form time programme which serves to reinforce our ethos and vision and students are rewarded for their adherence to the 'Strive for Five'.

Expectations of teaching staff

- To support and reinforce the 'Stopfordian Ethos' and 'Strive for Five' Campaign within their classrooms and around school
- To regularly recognise and reward positive behaviour and achievement
- To record student behaviour and achievement on Bromcom including the 'Strive for Five' principles
- To telephone and meet parents to make them aware of positive and negative behaviour and academic achievement.
- To be responsible for student conduct and achievement within their classroom and around school and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- To plan and deliver lessons to engage and facilitate the learning, progress and attainment of ALL students
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of associate staff

- To praise behaviour with reference to this policy
- To actively support school policies and procedures
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of Form Tutors

- To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their form room and around school
- To validate and deliver effectively, the form time programme which supports the pastoral development of our students in line with our vision and ethos
- To regularly recognise positive behaviour through Merit points
- To record achieve and develop behaviour on Bromcom
- To monitor student merits/behaviour points on a weekly basis
- To be responsible for student conduct within their form room and around school and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures

- To deliver and oversee tutorial activities to promote and support positive behaviour, academic progress and attainment
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of HOD

- To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their department/faculty
- To ensure that schemes of work are designed to engage and facilitate the learning, progress and attainment of ALL students
- To ensure staff within the department are regularly using praise and the Merit system to reward positive behaviour and achievement
- To ensure no other praise system is used to recognise behaviour
- To observe praise and reward in lessons
- To monitor the number of Merit points within department
- To be responsible for student conduct and achievement within their department and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures and ensure that the behaviour policy is followed within their department
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of HOY

- To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their Year group, within the form time programme and around school
- To ensure Tutors are using and monitoring praise and merits and delivering effectively, the form time programme which supports the pastoral development of our students in line with our vision and ethos
- To monitor number of Merit points on a half termly basis
- To award Certificate for Merit points milestones in Year Assemblies
- To recognise and develop positive behaviour and achievement in Year Assembly
- To regularly recognise and reward positive behaviour and achievement
- To be responsible for student conduct within their year group and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures and to ensure that the behaviour policy is followed when dealing with student conduct
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of SLT

- To support and reinforce the 'Stopfordian Ethos' throughout all areas of the school
- Monitor Merit points within their allocated subject areas and year group
- Recognise praise and Merit points system in lesson observations
- Attend termly award assemblies and support HOYS in their leadership of behaviour for learning
- Analyse and review Merit points in line management meetings
- To be responsible for student conduct across the school and to work collaboratively to support and establish positive behaviour at all times
- To devise and implement school policies and procedures and ensure that these are actively upheld throughout the school

- To ensure that achievements and negative behaviours are communicated to other stakeholders when appropriate
- To review the effective delivery of behaviour for learning

Behaviour for Learning and Restorative Practice

At Bishop Stopford's we believe that praise in lessons has a positive impact on learning and achievement.

The following practices are encouraged:

- Thank students who arrive on time and are smartly dressed
- Congratulate students who are engaged in learning
- Support, acknowledge and praise adherence to Stopfordian Ethos
- Public recognition of excellence, using positive student conduct and achievement as an example to others

We support the establishment of positive behaviour in lessons and around school via our behaviour policy, clear and consistent routines and the Stopfordian Ethos. Teachers should use this to help govern the behaviour for learning within their classroom and around school.

Expectations are conveyed to the students and set as ground rules within every classroom. Bishop Stopford's School encourages regular positive contact with parents and carers as this supports student progress. Individual members of staff are encouraged to call to inform parents/carers regarding positive behaviour and achievement. This is recorded on BROMCOM.

We believe that planning lessons and interventions strategically will support positive behaviour in classrooms and around the school. In lessons where activities are stimulating, appropriately challenging and accessible to all, student engagement is high. It is the expectation therefore that all departments and class teachers develop schemes of work and lesson plans to generate a learning environment that is engaging and supportive of **every** student's attainment and progress.

Restorative Practice

We are committed to embedding restorative practice to enable Bishop Stopford's to be a nurturing school and a place where the well-being of our students is seen of paramount importance, particularly in view of recent events such as the Covid pandemic. As part of this behaviour policy the Senior Leadership Team in the school will implement whole school approaches over time to:

- Develop emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility
- Improve behaviour, attendance, learning, teaching
- Increase empathy, happiness, positive life skills,
- Reduce exclusions, detentions, conflict, bullying, need for sanctions
- Compliment PHSE and Citizenship

This will be done by the systematic review of the behaviour policy to consider where best these approaches can be implemented and sustained.

Praise and Reward in School

Praise and Reward is based upon the concept of positive reinforcement which encourages learning and models good behaviour and achievement. Furthermore, it promotes effective routines and consistency in practice across the school and community as a whole.

Encouragement, praise and reward are essential to embed these high expectations of all students. The “Praise and Reward” categories below are a guide for staff.

1. **Strive for Five:** Behaviour that is praised for being above expectations within the Strive for Five
2. **Silver:** Behaviour that is rewarded for being well beyond expectations or consistently high
3. **Gold:** Behaviour that is rewarded as an example of excellence
4. **Platinum:** Exceptional service to the school and local community
5. **Stopfordian Ethos:** consistent adherence to the Student Charter

All positive behaviour should be considered in its context but the guidance should aid consistency. Our praise and reward system is consistent with our school’s vision.

Students earn Merit points for effort and attainment and for community contributions around the school. Students also win prizes or certificates for 100% attendance, high academic attainment and excellent progress depending on the number of points collected.

Merits

Merit Points are awarded to students to reinforce and praise positive behaviour and are awarded as follows:

To gain a...	I will.....	I will gain....	This award can be given....
Strive for Five Respectful Considerate Successful Responsible Loyal	<ol style="list-style-type: none"> 1. Focus fully on my class work 2. Complete all tasks and work to the best of my ability 3. Follow school and classroom expectations regarding my behaviour 4. Listen to and follow teacher guidance to improve my work 	2 points	Every lesson Every piece of work Everyday
Silver Merit	<ol style="list-style-type: none"> 1. Consistently Work with maximum effort and enthusiasm 2. Consistently Complete all tasks and work above my expected target grade 	5 Points	Every lesson Every piece of work Everyday
Gold Merit	<ol style="list-style-type: none"> 1. Achieving 2 levels or grades above my minimum target 2. Achieving the highest level possible in assessments 	10 points	Every assessment As appropriate
Stopfordian Ethos Award	Consistently uphold and follow our student charter and the expectations of the Stopfordian Ethos Serve the school and the wider community including: <ol style="list-style-type: none"> 1. Reading Mentors 2. Volunteering at school events 3. Charity Work 4. Curriculum helper 5. Help with events 	25 Points	Once every half term Yearly Report As appropriate

Procedure

Merit points should be given to students using Bromcom. Tutors should recognise these on a weekly basis in form time.

Monitoring

1. All Merit points will be recorded on Bromcom.
2. Tutors will check Merit points to monitor positive behaviour.
3. HOYs and HODs will monitor the number of Merit points in their year group/department area on a weekly basis.
4. Letters of commendation will be sent home at each 100 point milestone reached by the student. The milestone will also be celebrated in assemblies.
5. Half termly reports for each year group will be given by the HOY to highlight student achievement. HODs will provide a half termly report showing the number of Merit points per staff and department. This will be used to ensure a positive focus on praise and reward.
6. SLT will review the positive behaviour of students by departments, years and staff via line management meetings and on a half termly basis in SLT meetings. They will review Negative Behaviour Points awarded also in these meetings

Management of the School Day- Routines and Procedures

Effective management of the school day provides a secure environment, increasing a sense of belonging and reducing uncertainty.

Strategies:

- A rota is produced by the SLT lead with responsibility for behaviour to ensure all areas of the school are supervised before school, break time, lunch time, after school and during lesson transition etc.
- All teachers are expected to arrive on duty promptly in the first instance as a matter of student safety. Any teacher unable to do their duty must inform the Duty Team Leader in charge in time so that alternative arrangements can be made. It is the responsibility of the Duty Team Leader to support their team.
- All staff are responsible for implementing the Routines and Procedures document.
- All teachers must arrive promptly for registration and lessons

General Expectations

Rules for Safety

- When moving around the building or on the stairs it is the expectation that students where possible keep to the left. It is also expected that students do not run whilst inside the school building.
- There should be no physical contact or touching others to avoid miscommunication that could lead to physical aggression or misunderstanding.
- Glass bottles, matches, lighters, or any dangerous implements such as knives and penknives and **ARE PROHIBITED** within the school. Everyday items which might otherwise be dangerous are also prohibited such as metal combs. Such items may be defined as dangerous by relevant staff (e.g. Heads of Year)

Rules for the Environment and the Community

- It is an expectation that all classrooms be kept clean by those students and staff using them and the school site clean and tidy. Students and staff must always use the bins provided and take responsibility for cleaning up their own belongings/mess.
- Students must always move quietly to and from lessons
- Students must respect school property and the belongings of others – graffiti and deliberate damage of school property or the property of others is not acceptable and undermines the Stopfordian Ethos

Attendance

Attendance is a pre-requisite to success in all walks of life. Students are expected to achieve high levels of attendance. The school has a rigorous attendance policy implemented by the school attendance officer, supported by all staff and overseen by the Senior Leadership Team. **(Please refer to the school's attendance policy for further details)**

Punctuality

As part of the 'Stopfordian Ethos', all students are required to be punctual to registration, lessons and line up if being implemented. This is to ensure that the learning begins promptly and the learning of others is not interrupted through lateness.

The school day begins at 8.30am and students are able to access the site from 8.20am. The school gates will be closed and any student arriving after this time will be recorded as late by staff on duty. Students who are late to school and/or lessons will serve a detention on a specified evening (normally Friday) until 4pm.

Electronic Equipment

Mobile phones and electronic devices (e.g. Tablets) must not be used in School unless directed by members of staff for educational use in the classroom. Mobile phones and electronic devices should be turned off and placed in the student's bag when inside the building. Mobile phone use may be permitted outside of the school buildings such as the playground. Games consoles and similar devices are not permitted in school.

The Governors of the School accept NO responsibility for mobile phones and electronic devices which are brought to School. Students are expected to put devices away when asked to do so and they MAY be confiscated if a student refuses to adhere to these expectations. No investigation will be made into thefts of devices.

Equal Opportunities

The behaviour policy must be implemented with regard to the Equal Opportunities and the Anti-Bullying Policy at all times. As already stated, at Bishop Stopford's School we assert that everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment. This means that all of our sanctions and rewards, apply to any discriminatory actions (e.g. sexism, racism, homophobia) towards members of our school whom are all treated equally, including homophobic, biphobic and transphobic bullying and language.

Managing Unsatisfactory Behaviour

Sanctions

On occasion the behaviour of some students will fall below the standards of the Stopfordian Ethos. The aim of any sanction is to help students to modify inappropriate behaviour and to act as a deterrent to other students. For a sanction to be most effective it should be consistent and immediate or as soon as possible after the incident.

General Points:

- Provide prompt, appropriate responses to incidents where there is poor behaviour.
- Whole class punishments should be avoided unless there are exceptional circumstances.
- Students should be clear about what sanction is being issued and why.
- Students need to be taught how to resolve conflicts and staff should be given the opportunity to meet with a student before they return to their lesson after serious incidents in line with restorative practice.
- All staff should aim to use Rewards to ensure a positive learning environment is created.
- Managing poor behaviour is the responsibility of all staff within the framework of whole school behaviour management systems and procedures

Unsatisfactory behaviour is categorised into three categories, Low, Middle and High. This is recorded in the same categories on Bromcom.

Low Level

Low level disruption in the classroom and around the school, intervention required from Form Tutor and Classroom Teacher in the first instance. Where this behaviour is consistent and impacting on overall achievement, intervention should also take place from the Head of Department/Head of Year as appropriate

Intermediate Level

This is behaviour that merits intervention from the Head of Year and Head of Faculty to support form tutors and classroom teachers in the management of student conduct.

High Level

This level of behaviour will see a direct intervention by SLT to support Heads of Year, Heads of Department and other staff in the management of student conduct.

Behaviour	Sanctions
<p>Low Level – This level of behaviour will be attributed two (2) negative behaviour points</p> <ul style="list-style-type: none"> • Calling out/off task behaviour • Disturbing others • Lateness to lessons • Off task • Talking in class • Line-up infringement • Disrespectful comments and/or behaviour • Chewing gum/Eating in class • Uniform infringement • Lack of equipment • Lack of classwork/homework • Other – e.g inappropriate use of mobile phone 	<p>Low level</p> <ul style="list-style-type: none"> • Reminder, warning, sanction protocol • Restorative discussion with student at the end of the lesson • Moving student within the classroom • If the student fails to adhere to the reminder and warning a class detention to be issued • If continues, remove to shadow timetable and follow with a detention and restorative meeting • If persistent (3 lessons or more) place on Subject report to Head of Department • If in more than one subject place on report to form tutor, Head of Year, SLT link as appropriate • Parental contact by member of staff (phone call) • Confiscation of item (non-uniform, mobile phone etc)
<p>Intermediate level – This level of behaviour will attribute five (5) negative behaviour points</p> <ul style="list-style-type: none"> • Failure to follow instructions/open defiance • Swearing • Persistent, ongoing disruption • Smoking • Truancy • Failure to complete sanctions given by class teacher/Head of Department/Head of Year • Graffiti of school property or the property of others 	<p>Intermediate level – all of the above and/or:</p> <ul style="list-style-type: none"> • Escalation of detention to be served • 4.30pm SLT detention • Parental meeting • Excluded from representing the school in any event or attending school social events if appropriate • If persistent or recurring, student contract and possible IEU
<p>High level – This level of behaviour will attribute fifteen (15) negative behaviour points</p> <ul style="list-style-type: none"> • Vandalism • Bullying • Racism, Sexism, Homophobia • Fighting/physical assault or aggression • Abusive language and conduct towards a member of staff • Harassment or intimidation of a member of staff or student at school or off site • Bringing the school into disrepute • Persistent failure to comply with the school's behaviour and sanctions policy • Breach of health and safety • Theft • Bringing alcohol, fireworks or other banned substances into school 	<p>High Level – all of the above and/or:</p> <ul style="list-style-type: none"> • Exclusion – internal, fixed term, permanent • Parental meeting • Behaviour contract • Behaviour Support Plan • Pastoral Support Plan • Referral to behaviour panel

Detentions and Code of conducts

It is important that when a class teacher holds a detention it is used as an opportunity to talk calmly about how behaviour has fallen below minimum expectations and the class routines have not been followed or work not completed satisfactorily.

It is important to establish during this time what the required behaviour is and how the next lesson the student has with you will be approached.

A short detention with meaningful dialogue can be effective.

It is really important if a member of staff requests a student to stay after a lesson or return at the end of the day that they are there and talk to the student about what has happened. It is equally important that a sanction is carried through in a manner that was originally stated. I.e. 10 minutes is not extended or shortened. This is to ensure consistency and the student understands that what is said is what is meant.

General guidance

- A teacher detention may last up to 20 minutes after the end of school i.e. 3.20pm
- Students can be kept on the same night until 4-00pm without prior notice in official school detention (4pm Detention).
- All detentions must be recorded on Bromcom. Bromcom will also automatically install students to the 4pm daily detention if they reach -7 negative points.
- Any teacher referring a student for a 4pm detention must have a restorative discussion with the student during the detention.
- Department detentions will be issued for failure to attend a teacher detention. These detentions will take place at lunchtimes. Parents will be notified of this via letter/e mail/text
- Failure to attend department detention or Head of Year detention should be referred to the HOY who will set a 4.30pm SLT detention.
- If a student fails this detention they will be referred for 1 day in the school's IEU on the grounds of persistent failure to adhere to the school's behaviour policy
- Parental contact should be made as early as possible regarding student failure to attend private, departmental, pastoral or any subsequent detentions in order to avoid the escalation of sanctions

Restorative Conversations for Students in Detention

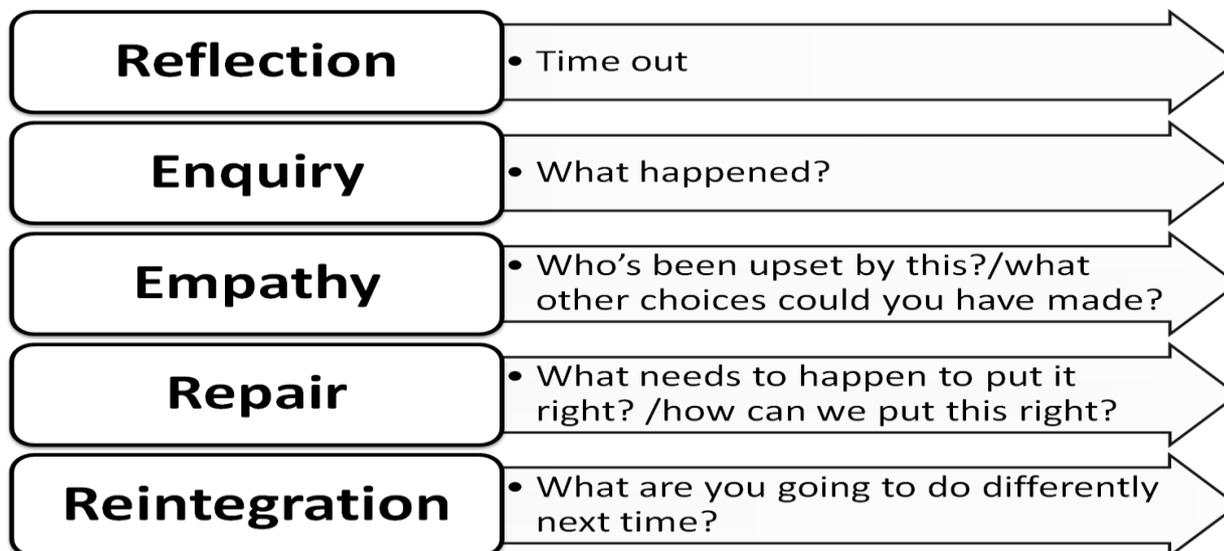
Restorative Conversations are an effective component of Restorative Practice whereby we aim to repair harm caused to relationships and communities by conflict.

In the context of our school detentions, Restorative Conversations should enable the teacher to discuss with the wrong-doer the complete impact of their behaviour – be it on themselves, the class, the teacher and so on. This should lead to improved behaviour and a better classroom ethos.

- They allow the wrongdoer(s) to understand the impact of their actions.
- Encourages wrongdoer(s) to take responsibility for their actions.
- This in turn creates accountability.
- It should also lead to changes in behaviour and character and more immediately help to put things right.
- Where a student has received a -7 score or above for their behaviour then they will receive a detention. Staff should use the questions below to hold a restorative conversation with the

student in the detention room. These may also be used around school – ‘corridor conversations’ – as well as for dealing with matters that may not require a detention.

- Student Incident Reports (which students fill in when an incident is being investigated) have been adapted to include questions similar to these on the reverse side. This should help to instil restorative language into our general practice in the belief that it will help promote improved behaviour and a better classroom ethos.



Recording and monitoring of behaviour incidents

- All detentions of 30 minutes or more and any actions taken, such as, department report or contact with home, must be logged on Bromcom.
- Tutors, Heads of Year and Heads of Department are responsible for monitoring all entries on Bromcom.
- Heads of Department are responsible for monitoring daily incidents on Bromcom and to follow up any unresolved incident within the department
- Heads of Department are responsible for strategies and intervention where incidents are happening within their subject area regularly
- Heads of Year are responsible for strategies and intervention where incidents are happening in two or more subject areas regularly or for incidents at intermediate or high level as appropriate

Reports

- Report cards should be seen mainly as a way to give students the chance to make a positive change and receive appropriate feedback.
- Students whose work, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. This will give them targets to achieve and allow teachers and parents/carers to monitor what they do.
- Parents should be informed that a student is on report (phone call, standard letter, note in planner or meeting).
- All reports will now be done via Bromcom (electronic).

At the end of a time on report:

- Students should be congratulated on a successful report.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor reports and lost reports e.g. detention, extension of time on report.
- If the report continues to be unsuccessful further action should be taken (meeting with parents/carers, referral to next report stage).

Further Action Regarding Poor Behaviour

Behaviour Interventions

There are a range of interventions that may be used to curb poor behaviour and aid students in displaying positive behaviour regularly. The pastoral team will use these accordingly, and in stages, to assist with students.

Behaviour Interventions

Stage	Intervention
1	Parental meetings
	Tracking and Monitoring/report card
	Learning Mentor
	Formal warnings
	Behaviour Support Plan (BSP)
	Discussion with SENCO
	Attendance Officer Involvement
2	SEN support
	Learning Support Unit
	Nurture Group
	BSS group work
	BSS 1:1 Mentoring
	EWO Involvement at Attendance Clinic
	Behaviour Risk Assessment
3	Pastoral Support Plan (PSP)
	Governors Panel
	Behaviour Panel
	Referral to Parent Support Service
	Referral to Educational Welfare Service
	Referral to Educational Psychologist
	Referral to CAMHS
	Referral to Early Help

Exclusions

The law is precise on the procedures regarding the use of Exclusions– and constantly updated. The School follows the DFE Guidance on the interpretation of these rules into practice and receives regular training and feedback accordingly. Please refer to the most recent training minutes and guidance documents.

Internal exclusion

Students in the Internal Exclusion Unit (the IEU) spend the entire day working in isolation from the main school cohort and are not allowed to leave the room except under supervision to go to the toilet. They do not have the standard morning break and they have their lunch within the IEU. Students in Internal exclusion must report to reception at 8.30am and make their way to the Internal Exclusion Unit (IEU) room. They will remain in the IEU until 3.00pm when they will be dismissed to either go home or attend a detention if necessary.

Whilst in the IEU students work on curriculum material following a set timetable that focuses on English, maths, science, RE and humanities according to a subject timetable. They are expected to bring their books for these subjects with them as well as the usual school equipment. Students within the IEU may read during break and lunchtime.

Whilst in the IEU, students are not allowed to leave the room other than to go to the toilet. Toilet breaks are scheduled at set times during the day. They may order a lunch from the canteen or they can bring a packed lunch. Students in the IEU are expected to hand phones to the Behaviour Officer at the beginning of the day. The phones will be returned at the end of the day.

During the period in the IEU the student will complete a behaviour reflection sheet which will be used as part of the discussion with them and their parents following the internal exclusion. Where necessary and appropriate, restorative meetings will be held between a student and the member of staff/other student(s) who the incident was with. This is to ensure that the student can make a fresh start following their time in the IEU.

If a student misbehaves during internal exclusion, the student will be referred to the Assistant Headteacher and/or Deputy Headteacher who lead on Personal Development, Behaviour and Welfare who will decide if the student needs to repeat the sanction the following day or in serious cases be presented to the Headteacher for a fixed term exclusion.

Parents will be informed if their child is being placed in the IEU and a formal letter from the student's Head of Year will be sent home, detailing the reasons for the internal exclusion. Internal exclusion will be issued for a period of 1-3 days depending on the nature of the incident. All internal exclusions will be followed by a parental meeting and a formal warning.

Fixed term Exclusions

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term exclusion from school. These exclusions are administered according to common guidelines. Fixed term exclusion will always be followed by a return from exclusion meeting involving the student, parents /carers, a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and behave appropriately.

Examples of behaviours that could trigger fixed term exclusion include:

- Vandalism
- Incidents of racism, sexism, homophobia
- Fighting/physical assault against a pupil
- Persistent failure to comply with school behaviour and sanctions policy
- Intimidating and/or threatening behaviour including the harassment or intimidation of a member of staff or student at school or off site
- Bringing the school into disrepute
- Breach of health and safety
- Theft
- Bullying
- Bringing fireworks or alcohol into school or being under the influence of alcohol or other substances

Minimising Exclusions

Whilst the school will exclude students for conduct that does not comply with the school's behaviour policy, the school actively follows a policy of inclusion. As such in instances where student behaviour is a persistent concern and is not improving despite standard intervention/action, identified students may be referred to the school's inclusion panel as appropriate via their Head of Year and/or SENCO.

The inclusion panel is led by the Deputy Headteacher for Standards and Inclusion and the Assistant Headteacher for Personal Development, Behaviour and Welfare. The meeting involves discussion about any appropriate support that can be put in place in order to modify student behaviour. This support may include learning mentor input, SEN support, referral to the school's Learning Support Unit, referral to Behaviour Support Services and/or referral for external agency support such as CAMHS. In some instances where appropriate the school may consider a managed move to another school or referral for alternative provision. Parents will always be informed before any additional support is implemented. Any support that is implemented will be based on the identified needs of specific students and will be decided upon by the professionals at the inclusion panel in liaison with parents.

A student accumulating a number of fixed term exclusions will also be seen by a Governors' 'Behaviour Panel'. The operation of this panel is an inclusive strategy, designed to work with parents and students to avoid permanent exclusion.

Behaviour Support Plans

Where a student displays persistent unsatisfactory behaviour, leaving them at risk of fixed term exclusion or further internal exclusion, the School will institute a Behaviour Support Plan (BSP). The plan will be drawn up by the Head of Year setting clear targets and support agreed by the parents and student.

Pastoral Support Plans

Where a student's behaviour leaves them being at risk of permanent exclusion, the School will institute a Pastoral Support Plan.

This is a statutory document and covers a period of sixteen weeks. There are reviews every four weeks with the student, parents, pastoral and support staff. The PSP will itemise individual student targets, sanctions and rewards and specify any extra support from external agencies as well as from the School.

Permanent Exclusion

In very serious breaches of conduct or persistent cases of misconduct, the School may recommend the permanent exclusion of a student. Permanent exclusion is however, very rarely considered and used, with the option of a "managed move" seen as a much more positive strategy. The basis for exclusion is provided by the Department for Education.

Any student who commits any of the following offences will be excluded permanently;

- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Supplying illegal drugs
- Carrying or using an offensive weapon, on or off site
- Where the health and safety of others is at risk including setting off of fireworks

In addition, any of the following offences may result in permanent exclusion;

- Serious actual or threatened violence against another pupil or individual on site
- Carrying illegal drugs
- Serious damage to school property
- Any behaviour which brings the school's reputation into serious disrepute, in or out of school uniform
- Persistent serious bullying

When exclusion is not appropriate;

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of school uniform policy (except persistent defiance)
- Punishing pupils for behaviour of their parents
- Protecting victims of bullying by sending them home
- Uniform infringements

It is very important to pay close attention to any exceptional circumstances:

Special Educational Needs, Race Relations, Disability and any other Equality considerations.

Offensive weapons

Knives, guns and any other type of offensive weapons are all strictly prohibited. Any student who violates this rule will automatically be considered for a permanent exclusion.

Reasonable Force

The school actively promotes a positive behaviour strategy that is designed to modify and minimise poor behaviour. In rare circumstances however, it may be necessary for staff to use reasonable force to control or restrain a student. As per the DfE legal guidance all members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. At Bishop Stopford's School we follow the guidance as outlined by the DfE in the interests of student safety.

Searching Pupils

As per the government guidelines, Headteachers and staff authorised by them 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)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

As per the school rules at Bishop Stopford's School this includes, along with the items listed above, solvent based adhesives, noxious substances, lighters and matches.

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.

As per school policy, staff can also confiscate items of non-school uniform, mobile phones, personal electronic equipment, aerosol cans, chewing gum, permanent marker pens, laser pens and any other item deemed to be detrimental to the learning and positive conduct of students in school.

Dangerous items will be handed over to the school's Safer Schools Officer for disposal. Any other confiscated items such as mobile phones will be returned as soon as parental contact is made to discuss the circumstances around the initial confiscation. On agreement, the item may then be returned to the student or collected by the parent/carer.

Reports Procedure - Appendix 1

- Report cards should be seen mainly as a way to give students the chance to make a positive change and receive appropriate feedback.
- Students whose work, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. This will give them targets to achieve and allow teachers and parents/carers to monitor what they do.
- Parents should be informed that a student is on report (phone call, standard letter or meeting).
- All reports will now be done via Bromcom (electronic).

All report cards must:

- State clearly reasons why the student is on report/the targets that have been set for them.
- Be completed on Bromcom by the teacher for each lesson.
- Be viewed by the teacher to whom the student is on report each day.
- Be viewed by the parent/carer each day.

At the end of a time on report:

- Students should be congratulated on a successful report.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor reports e.g. detention, extension of time on report.
- If the report continues to be unsuccessful further action should be taken (meeting with parents/carers, referral to next report stage).

Tutor report: (in consultation with HOY only)

A student may be placed on tutor report for one or more of the following:

- Concerns about progress and attainment.
- Frequent lateness, petty misdemeanours e.g. persistent chewing in class, poor punctuality, incorrect uniform including jewellery, low level disruption or answering back, failing to respond to reasonable instructions etc.

Head of Year report:

A student may be placed on a HOY report for one or more of the following:

- Failure of tutor report.
- Truancy.
- Serious and persistent concerns expressed in a number of subject areas.
- Following an internal exclusion.

SLT report:

Being placed on SLT report should be seen as a serious matter.

A student may be placed on SLT report for one or more of the following:

- A major incident e.g. fights, bullying, being out of control.
- Following an external exclusion

If a student fails the SLT report, parents/carers should be called in and made aware of seriousness of the situation. It may also be appropriate at this stage to make referrals to outside agencies.

Subject report:

- Subject reports will also now be completed via Bromcom.
- A student may be placed on subject report at the discretion of teacher in charge of the subject in consultation with the class teacher.
- Targets should be set by the subject teacher and HOD.
- The student should report to the HOD with their report weekly or after each lesson.
- The tutor/HOY must be informed.
- If no improvement is seen, more action must be taken in consultation with the HOY.

Attendance and Punctuality Report

A student will be placed on attendance and punctuality report (via Bromcom) overseen by their Head of Year, for a minimum period of two weeks for:

- Truancy from school or a lesson/registration
- Repeated incidents of poor punctuality to school and/or lessons

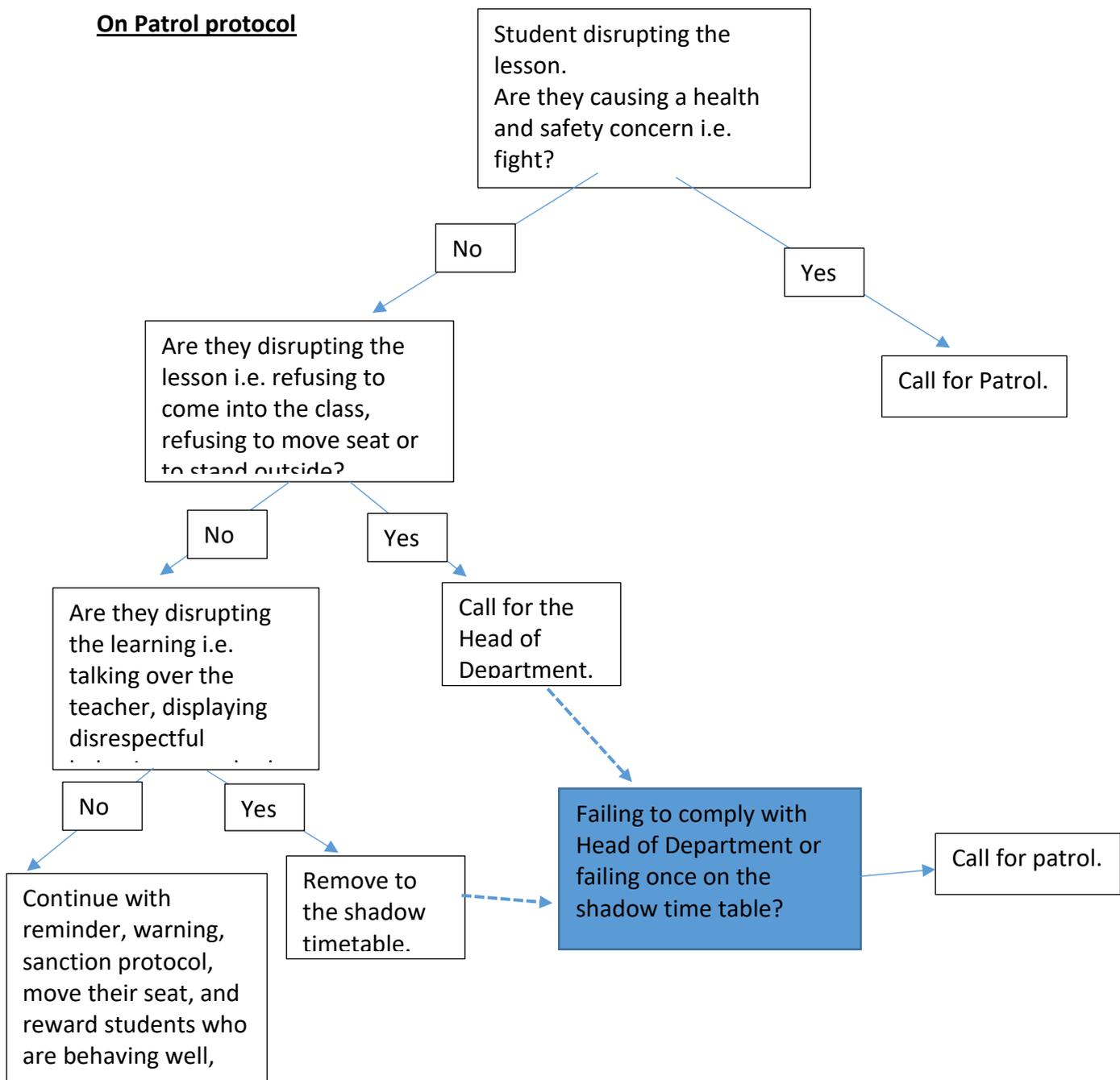
Patrol System - Appendix 2

Every period there will be a member of Senior Leadership or another staff member who will patrol the school. Patrol is an active strategy to ensure that learning is running smoothly. Patrol is not an 'on call system' but is instead a strategy used to minimise poor conduct and support with its prevention.

In some circumstances however, it may be necessary for the member of staff on patrol to be called to a classroom whereby student conduct is a serious cause for concern and all other strategies to modify behaviour have been unsuccessful.

Patrol can be called if a teacher requires assistance in the class as detailed below

On Patrol protocol



SHADOW TIMETABLE

Incident

Persistently calling out

Persistently showing defiance

Refusal to follow school policy

Persistently being disruptive

Health and safety**

**Persistently = more than 3 consecutive occasions.*

*** On patrol called*

Patrol should only be called:

- if the student refuses to go to the shadow timetable.
- Fighting
- Immediate health and safety concern
- Student left the lesson without permission.

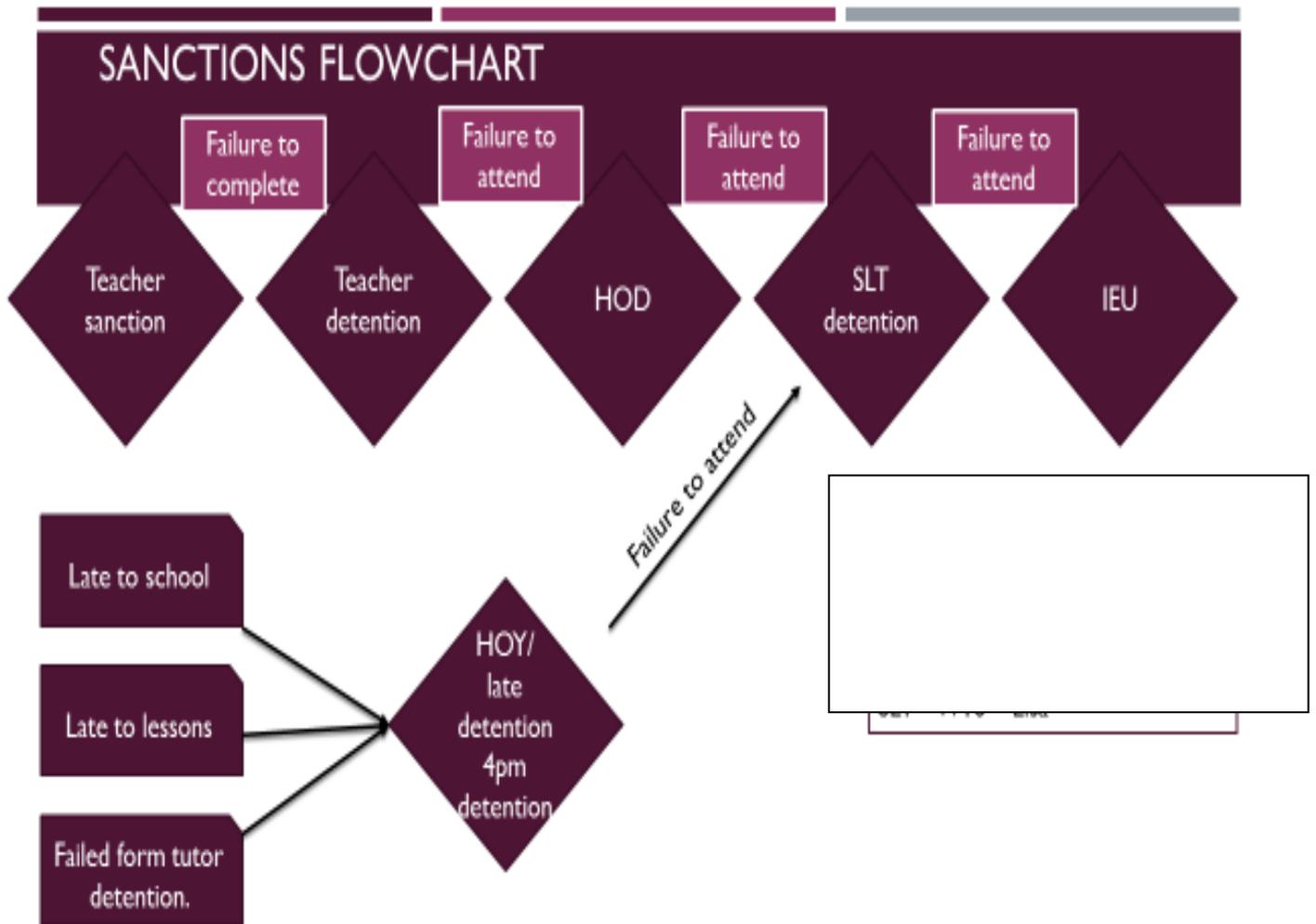
Reminder

Warning

Sanction

Shadow Timetable - Appendix 3

Detention Process - Appendix 4



Internal Exclusion Unit – IEU Protocol - Appendix 5

- Students will be referred to the IEU by their Head of Year and SLT link
- The Assistant Headteacher and Deputy Headteacher for Personal Development, Behaviour and Welfare make the final decision about the appropriateness of the IEU as a sanction and the number of days that the student will be placed in the IEU.
- Parents will be informed via phone call and letter of the referral to the IEU by the students Head of Year or SLT link.
- Parents will be informed of the reason for the referral and the number of days that the student will be placed in the IEU for.
- IEU sanctions may be followed by a parental meeting and the student will be issued with a formal warning and placed on a yellow report card to their Head of Year
- A Behaviour Support Plan will be implemented for any student who has accrued 5 days or more of internal exclusion, or earlier if this is deemed appropriate
- On occasion, it may be deemed appropriate for the student to be referred to an internal exclusion unit at another local school. This is standard local authority protocol, in line with fair access and may be used in circumstances where it is felt that the student would be better at an alternative provision for the duration of a sanction (for example, where they have been involved in or instigated a fight with another student who is also on internal exclusion or where there has been a breach of health and safety)
- On occasion, whilst a known incident is being investigated, a student will be placed ‘in holding’ within the IEU or in isolation with their Head of Year.
- This is to ensure that an investigation can take place without interference and all of the necessary information is acquired before a final sanction is decided upon. The period of holding will not exceed 1 day.

Referral	Length of Sanction	Learning within the IEU	Follow-up
<ul style="list-style-type: none"> • Via SLT link and Head of Year • Agreed by AHT and DHT with responsibility for behaviour • Parental contact made via phone call with follow up letter 	<ul style="list-style-type: none"> • Between 1-3 days • 1 day for students on holding followed by decision regarding appropriate sanction including 1-3 days in the IEU, fixed term or permanent exclusion. • For students whose final sanction is the IEU, the initial day of holding will be incorporated into this 	<ul style="list-style-type: none"> • Students will focus on a set curriculum of English, Maths, Science and RE whilst in the IEU • Students are expected to bring their exercise books for the appropriate subjects with them. • Students are expected to work in silence during their time in the IEU 	<ul style="list-style-type: none"> • A parental meeting will take place • Students may be placed on report to their HOY • A BSP will be implemented for any student who has accrued 5 days or more • Where appropriate a restorative meeting between the student and the member of staff/other student who the incident was with. A member of school staff will oversee and mediate this restorative meeting • The internal exclusion will be added to the student’s running record

Inclusion Provision Map - Appendix 6

Programme	Brief Details	Referral Process
Nurture Group	Year 7 and 8 students who have issues with settling in Secondary school, friendship issues, issues of anxiety, self-confidence	HoY via SENCO
Numeracy Catch-up	Numeracy programme for those students who are significantly below expectation in terms of maths in Year 7 & 8	Screening on entry via SEN department – use of CATs/KS2 data
RML	Literacy programme for those students who are below expectation in terms of reading and comprehension	Screening on entry via SEN department
Data Pac literacy	Targeted literacy programme for students who struggle with reading and comprehension	Screening via the SEN department
Speech and Language Programme	Targeted programme for students with identified speech and language needs	SEN assessment/screen EP assessment/prior assessment identifying speech and language need
Theraputty	For students with hand mobility issues	SEN identification/writing speed/doctor's note
Storyboarding	Used to encourage students to consider events and incidents in school and to ensure self-reflection	SEN K and EHCP students referred via pastoral to SENCO
In-class support	TA support for students with EHC plans and/or SEND K	EHC plan recommendations/SEN assessment of student need based on those identified as SEN K
Touch Typing	To support students with issues with writing who may need a scribe/computer to complete exams	Identified by SEN department
CBT stress	Sessions with learning mentor focusing on management of stress using CBT	HOY/SEN identification of students. Learning mentor identification following initial referral
Games club	Lunch time sessions for students, playing games	All students who are SEN are invited to attend as they wish
Breakfast club	Breakfast session from 8am – 8.30am for students to have breakfast and work with SEN staff	Open to all SEN students
Programme	Brief Details	Referral Process
Homework club	After school session using computers and TA support to complete homework	Open to all SEN students

Learning Mentor Support	For one to one work with students who are struggling in school often due to SEMH	Referral via HOY/Pastoral team
YISP	Youth Inclusion Support Programme – a multi-disciplinary panel that focuses on prevention for those at risk of offending	Via inclusion panel
CAMHS	Child and Adolescent Mental Health Services – assesses and treat young people with emotional, behavioural or mental health difficulties	Via SPOE/direct referral/EP referral/GP referral
EP	Educational Psychologists investigate and advise schools on how to tackle challenges that young people face including learning difficulties, social and emotional problems etc	Via SENCO
BSS	Secondary Support Service – Work in partnership with schools to support the inclusion of all children and help to remove barriers to learning – offer one to one, group work, boxing for anger management	Via inclusion panel/ SENCO /AHT/DHT behaviour/Inclusion
Compass	Provide support and guidance for young people dealing with drug or alcohol misuse and the issues associated with it	Via inclusion panel/SENCO/AHT/DHT Behaviour/Inclusion

DfE Guidance on the Use of Reasonable Force – Appendix 7

Summary

About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of Headteachers and governing bodies in respect of this power.

Expiry or review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

- School leaders and school staff in **all schools**¹ in England.

Key points

- 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 force².
- 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.

¹ “All schools” include Academies, Free Schools, independent schools and all types of maintained schools

² Section 93, Education and Inspections Act 2006

- 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.
- 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.

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”³:

- 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.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Communicating the school’s approach to the use of force

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the Headteacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

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

³ Section 550ZB(5) of the Education Act 1996

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

Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils 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.

Using force

A panel of experts⁴ identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;

the 'double basket-hold' which involves holding a person's arms across their chest; and

the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

- Schools need to take their own decisions about staff training. The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.
- Telling parents when force has been used on their child
- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents⁵.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age.
- What happens if a pupil complains when force is used on them?
- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 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.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive
- force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

⁴ Physical Control in Care Medical Panel - 2008

⁵ References to parent or parents are to fathers as well as mothers, unless otherwise stated.

- Schools must 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.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should 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.
- As employers, schools and local authorities have a duty of care towards their employees. 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.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it

might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Further sources of information

Other departmental advice and guidance you may be interested in:-

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

Associated resources (external links)

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)

Appendix 8 – Home School Agreement

Educational Responsibilities

We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a caring community.

Therefore the School will:-

- provide a friendly welcome to students and a secure, stimulating, moral environment in which to learn;
- ensure students are valued for themselves and are helped to make good progress in their spiritual, moral, emotional and academic development;
- praise students for wearing correct uniform and challenge them when they don't;
- promise to plan challenging lessons enabling students to enjoy learning and achieve their best;
- will value and mark work regularly in accordance with the School's Marking Policy;
- ensure that the education provided for students in the School is tailored as well as possible by using good assessment recording and tracking strategies;
- provide parents with information about student progress and provide them with opportunities to talk to teachers;
- keep parents well informed about School Policies and activities through regular letters and newsletters;
- set, mark and monitor homework appropriate to student needs;
- contact parents if their child's attendance or punctuality gives cause for concern;
- inform parents of any concerns regarding their child's behaviour, work or health;
- challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Signed:



(For and on behalf Governing Body)

Date:

Parent(s) Responsibilities

As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at Bishop Stopford's School.

Therefore I/We will:-

- ensure that my child attends the School every day, on time and suitably equipped;
- ensure that family holidays are taken outside of term time, otherwise the child's place may be forfeited;
- inform the School of any concerns;
- support the values and ethos of the School community and encourage my child to do his/her best;
- give my child opportunities for home learning and support my child in the completion of homework;
- check and sign my child's planner on a weekly basis;
- support the School's Policies for attendance and punctuality including detentions until 4.30pm for lateness;
- support the School's Policies for behaviour, including detentions until 4.30pm.
- attend all parents' evenings and discussions about my child's progress;
- support the Governors in their responsibilities for maintaining the School's buildings in good repair;
- consent to the use of photographic records of curricular activities undertaken within the School and visual images on the School's website or for other educational purposes (recognise that further permission will be sought if any additional use is required);
- ensure that my child behaves in a manner that upholds the School's Code of Conduct on the way to and from School.

Print name:

Signed:

Date:

Student Responsibilities

I acknowledge the different and unique talents which I have been given and my responsibility to use them wisely:- Therefore I will uphold the Stopfordian Ethos and 'Strive for Five' principles at all times and will:

- attend the School regularly and on time;
- wear the School's uniform correctly and bring all the equipment I need every day;
- take care of all School equipment, help keep our school litter free and respect the School environment and property;
- share my feelings honestly and politely and show consideration for others in School;
- behave sensibly so that students can be happy and safe as I learn;
- take responsibility for my actions and think for myself
- attend additional classes as timetabled;
- do all my class work and homework to the best of my ability;
- keep my planner up to date by entering all homework and information necessary, and by signing it every week;
- observe all School rules and treat all members of the community with the respect they deserve;
- travel directly to and from School without congregating in the local area;
- not use a mobile phone or bring contraband items into School.

Appendix 9 - Top Ten Tips using guidance from Paul Dix

1. Get in and get out quickly with your dignity intact

- We know that to effectively deliver sanctions the message needs to be simple, clear and non-negotiable; in practice it is easy to get caught up in a lengthy argument or confrontation.
- Focus on moving in, delivering your sanction as discreetly as possible and then moving out quickly.
- Choose a phrase that you will withdraw on 'I need to see you working as well as you were in yesterday's written task, thank you for listening' or 'I will come back and give you feedback on your work in five minutes'.
- Avoid waiting around for the student to change their behaviour immediately; they may need some time and space to make a better choice.
- Engage another student in a positive conversation or move across the room to answer a question and only check back once the dust has settled. No one likes receiving sanctions and the longer the interaction the more chance of a defensive reaction or escalation.
- **Get in, deliver the message and get out with dignity; quickly, efficiently and without lingering.**

2. Countdown

- A good technique for getting the attention of the whole class is to use a 'countdown' from 5 or 10 to allow students the time to finish their conversations (or work) and listen to the next instruction.
- Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence.
- Embellish your countdown with clear instructions so that students know what is expected and be prepared to modify it for different groups:

Five, you should be finishing the sentence that you are writing

Four, you should be giving me your full attention

Three, excellent Marcus, a merit for being the first to give me your full attention

Two, quickly back to your places

One, all pens and pencils down now

Half, all looking this way

Zero, thank you.'

- Some students may join in the countdown with you at first, some will not be quiet by the time you get to zero at first but persevere, use praise and rewards to reinforce its importance and it can become an extremely efficient tool for those times when you need everyone's attention.
- You may already have a technique for getting everyone's attention, e.g. hands up. The countdown technique is more effective as it is time related and does not rely on students seeing you.

3. Closed Requests

- Prefacing requests with 'Thank you' has a marked effect on how the request is received.
- 'Thank you for putting your bag on the hook' or 'Thank you for dropping your gum in the bin'.
- The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.
- A similar technique can be applied to requests for students to make deadlines or attend meetings that they would rather ignore, salesmen would call it an 'assumed close'.
- 'When you come to see me today get as close to 3.30 as you can so we can resolve this quickly and both get home in good time'. As opposed to, 'Meet me at my room at the end of school'.
- 'When you hand in your coursework next Monday, meet me by the staff room so that I can store it securely'. As opposed to, 'I want your coursework in on Monday'.
- You are assuming and encouraging a positive response; making it awkward for the student to respond negatively.

4. Get out and about

- Perhaps your greatest contribution to managing behaviour around the school site is your presence.
- If you have your coffee in the playground, your lunch with the students (what % of your students eat at a table with an adult every day?) and are ever-present in the corridor outside your classroom students will see consistency in your expectations for behaviour both in and out of class.
- They will grow used to your interventions in social areas and your presence will slowly have an impact on their behaviour.
- The relationships you forge will be strengthened, with opportunities for less formal conversation presenting themselves daily.
- In more challenging institutions there can be a tendency to avoid social areas or stray too far away from teaching areas.
- For a while it may seem that life is easier that way but by taking the long way round to the staff room to avoid potential problem areas and you risk being effective only within the confines of your classroom.

5. Jobs for the boys and girls

- At primary level students' mutual trust is encouraged through sharing and delegating jobs in the classroom. A well organised year 5 teacher will have students handing out resources, clearing and cleaning the room, preparing areas for different activities, drawing blinds etc. The students learn how to share responsibility with others and accept responsibility for themselves.
- It is often said that primary schools teach students to be independent and secondary schools teach them not to be.
- Year 7 students in their new schools are often surprised when their responsibility for the classroom is removed, 'Right I am counting out the scissors and I will come round and hand them out, don't touch them until I say', and their freedom of movement restricted, 'Do not get out of your seat without written permission!' etc.
- The tasks and responsibilities that you are able to share may seem mundane and trivial but by doing this an ethos of shared responsibility can be given a secure foundation.

6. Proactively developing relationships with the students

- It's not about trying to get down with the kids.
- Choose your opportunities to build a relationship with a student carefully. Open up casual conversation when the student appears relaxed and unguarded. Try asking for help or advice, giving the student something you know they are interested in (a newspaper cutting, web reference, loan copy of a book) or simply say hello and pass the time of day. You may choose to wait until you find a situation that is not pressured or time limited. Aim for little and often rather than launching into a lengthy and involved conversation.
- Remember, your intervention may be unwelcome at first. Your aim is to gently persuade the student that you are committed to building trust.
- Be prepared for your approaches to be rejected.
- The student may be testing you to see how committed to developing the relationship you really are. They may not welcome any informal conversation with you because it is easier for them to deal with a conflict than a relationship of trust. Or quite simply, they may have decided that all teachers need to be given a wide berth.
- Give your time freely and expect nothing in return; in time and with persistence your reward can be a positive relationship that others will be amazed at... "How do you get him to behave like that? In my lessons he has made a home under the table and is refusing visitors."

7. 'Chase me' – what to do with secondary behaviours

- Secondary behaviours are those that occur during your intervention or as you leave a conversation with a student. They are 'chase me' behaviours designed to push your buttons and gain a furious response.
- When you have exhausted all of your positive reinforcement, redirection techniques, warnings and sanctions and need the student to leave the room, the secondary behaviours are the chair being thrown back, or door being slammed, or the infuriating smile on the student's face.
- They may want to divert the conversation away from the original behaviour or encourage an adrenalin fuelled confrontation in the corridor.

- Don't allow them to take control of your behaviour. Resist the temptation to address the secondary behaviours in the moment. Instead record them and deal with them later on.
- The fact that the student has left the room means that they **have** followed your instructions; the dramatic trail of disruption that they have left can be dealt with when the student is calm.
- Your calm and considered response will be closely observed by the rest of the class and they will be impressed by your confidence even in those emotionally fuelled moments. The student may slowly begin to realise that their usual pattern of behaviour will not work with you.

8. Don't just get down, get way down!

- It is often said that getting down to students' eye level is important when delivering praise or sanctions to students. This can often be interpreted as leaning over a student rather than standing above them or sitting down next to them. I often observe teachers who think they are at the student's eye level but are actually still demanding that the student looks up at them. I prefer the student to be looking down at me; teachers who do this know that crouching down lower than eye level is not weak but assertive and confident physical language.
- When you are delivering sanctions there is less chance of a defensive/aggressive reaction, and when praising, you create a more private space in the room. If you are teaching in an open space or would prefer to speak to students standing at the side of the room, double the personal space that you allow the student or stand side by side with him (or her) and it will have a similar effect.

9. Duty at the school gates

- Duty at the school gates is not a popular pastime for many teachers. The complications of unwanted visitors mixing with students as they arrive or leave is compounded by the confusion of where the teacher's jurisdiction lies. Yet just as you can nurture a positive atmosphere in the classroom by standing at the door welcoming students or reinforcing positive behaviour at the end of the lesson so you can have an impact at the school gates.
- Your physical and verbal language is read by students as they pass; if you are calm, confident, positive, smiling, softly spoken and can reinforce students who are following the rules, it will set the right tone. Patrol like a cartoon policeman and you will attract negative responses and aggression.
- **It is your behaviour that has the greatest single impact on how safe students feel.** It may not be wise to try and challenge every incident of inappropriate behaviour immediately and in such a public arena so arrive at the gate prepared; a pen and paper to record when you choose not to intervene and a walkie-talkie as back up for when you do.

10. Classroom Makeover

- With the growth of the interactive whiteboard and use of computer screens for teaching, many classrooms are reverting to students in rows with the teacher's desk at the front and in the corner. Thirty years ago the classroom was arranged for students to see the blackboard, now technology has replaced chalk but the difficulties of inflexible classroom configurations remain.
- When designing the layout of your room you also need to consider the management of behaviour. With students in rows and the teacher sitting behind their desk there are many hiding places for students to escape to. If you cannot get to students quickly and easily then the classroom becomes an arena where conversations about behaviour are broadcast for everyone to hear. Confrontations become more frequent, delivery of praise less subtle and as the teacher retreats behind the desk the physical divide can easily develop into a psychological one.
- As a reaction to the overuse of the blackboard much work was done to encourage teachers to use more dynamic classroom configurations. Desks in rows with the teacher's desk at the front makes the management of behaviour harder, stifles gentle human interaction and forces most conversations to be broadcast publicly. They may be able to see the screen but are they engaging with it or with you?

Appendix 10 - Improving Behaviour in Schools Summary of Recommendations from the EEF

1	Know and understand your pupils and their influences	<ul style="list-style-type: none"> • Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff
2	Teach learning behaviours alongside managing misbehaviour	<ul style="list-style-type: none"> • Teaching learning behaviours will reduce the need to manage misbehaviour • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning • Teachers should encourage pupils to be self-reflective of their own behaviours
3	Use classroom management strategies to support good classroom behaviour	<ul style="list-style-type: none"> • Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems can be effective when part of a broader classroom management strategy
4	Use simple approaches as part of your regular routine	<ul style="list-style-type: none"> • Some strategies that don't require complex pedagogical changes have been shown to be promising • Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour • School leaders should ensure the school behaviour policy is clear and consistently applied
5	Use targeted approaches to meet the needs of individuals in your school	<ul style="list-style-type: none"> • Universal behaviour systems are unlikely to meet the needs of all your students • For pupils with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
6	Consistency is key	<ul style="list-style-type: none"> • Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Appendix 11 - NEU advice and tips on positive behaviour management

Tips for supporting behaviour

1	Calm	Try to appear calm, even if you are not feeling calm. The first step in a difficult situation is to create thinking time, so try taking a deep breath
2	Status Preservation	Pupils operate within a peer group, so be aware of this and use private rather than public reprimands when managing behaviour
3	Empathy	Show empathy by avoiding challenging questions such as “what do you think you are doing?” try using “I understand that you are feeling... In our classroom we...”
4	Respect	Model appropriate behaviour to reinforce your expectations. Always show pupils respect
5	Building Relationships	Build relationships with children and their families. If there is a significant change in behaviour flag it up with parents/carers and the senior leadership team (SLT).

Praise and Expectations

Think about the culture you are trying to develop. Your relationship with your students is key, let them know you have high expectations and always praise effort.

Bear in mind that for pupils with SEND individual targets and expectations may be required. These should be discussed with the school SENCO, their previous teacher if possible, the pupil and their parents/carers.

You could:

- praise efforts to follow your behaviour guidelines as this will encourage others to mirror good behaviour
- choose one goal at a time – there may be a million behaviours you want to change, but you won't be able to change them all at once
- focus on a learning attitude and put it on the wall
- a 'praise board' or 'recognition board' can be useful for discouraging low-level disruption – it could also be marbles in a jar, stickers – any way of recognising positive behaviour. Be aware some children have difficulties accepting praise
- always add a name to the board for doing the right thing, never for the wrong thing, and when you get to 50 names, celebrate with applause
- have high expectations; rather than saying “bring a pen”, “look at me”, “put your bag at the side of the room”, which are functional behaviours, set the expectation much higher
- talk about solutions, curiosity, perseverance, courage and independence.

Building your confidence

To increase your confidence in managing behaviour the following tips may be useful:

- be aware of the different levels of concentration pupils are capable of
- build on pupil interests wherever possible within curriculum confines
- establish a reward system that pupils value, which is differentiated to accommodate pupils' individual needs including those with SEND
- ensure that inappropriate behaviour is dealt with quickly, consistently and fairly
- enlist the help of a senior staff member or the SENCO to advise on behaviour issues
- work with external agencies and parents to ensure consistent approaches are used.

Show you care

Being in charge is extremely important, but it's just as important to show that you care about your pupils:

- be warm, respectful and kind
- take an interest in your pupils as individuals with lives outside of the classroom
- be proportionate with consequences and make sure you start every lesson with a clean slate
- smiling helps, as does a little fun.

Entering the classroom

How pupils enter the classroom can set the tone for the lesson. Some schools have set procedures, others leave it to teachers:

- establish routines outside the classroom
- give pupils a challenge on paper as they come into the classroom or have a stimulus on the board to focus pupil discussion.

Seating Plans

Seating plans serve a number of purposes:

- they subtly communicate that the teacher has responsibility for managing the classroom environment
- they help in learning names
- they enable the most efficient and least disruptive grouping of pupils.

Consider how anxious pupils will react to a change in routine. If the plan does not seem to be working:

- discuss individually with the pupil
- ensure pupils who are on task are not penalised by seat swapping.

Positive encouragement

For a pupil who does not always respond well to praise, you could try:

- using understated praise to the individual, not the whole class
- involving the parent/carer or form tutor to triangulate praise, as above, for example sending positive postcards home
- implementing a whole-class reward system to avoid singling anyone out, such as names on a board, as above
- asking the pupil to choose a target for the lesson and give reward/praise if met, even if other behaviour was inappropriate
- giving the pupil a role/responsibility within the class
- praising work achieved rather than behaviour
- setting a personal/social/emotional target
- encouraging the pupil to keep a diary of positives/negatives
- having one-to-one or group activities to build confidence/self-esteem
- organising circle time appropriate to their needs.

Using Your Voice

It is important to distinguish between shouting in anger and raising your voice to warn of danger. There is no place for shouting if it:

- signals anger to pupils
- teaches pupils that it is acceptable behaviour
- makes a noisy class noisier
- isn't good for you – losing your voice is a real danger.

While there may be circumstances when it is appropriate to raise your voice in a measured, proportionate way, you are more likely to gain attention and get your message across by speaking more quietly or using non-verbal cues.

You can also model the different noise levels and voices that are appropriate for the context, for example silence, pair voices, group voices, voices for answering a question, and playground voices – which are unacceptable in the classroom.

Positive engagement with pupils

If you find yourself getting drawn into arguments with pupils:

- don't accept the provocation
- use the partial agreement technique, for example: "I understand that you want to sit next to your friend but your place is over there"
- have planned responses
- state the instruction and walk away, allowing the pupils time to start the task
- don't display your stress – appear calm and in control
- take a deep breath.

The school's behaviour policy

If you are following the school's behaviour procedures, but pupils complain and say they don't have to do 'x' or 'y' in other classes, try the following:

- make every effort to be consistent in the way that you follow the policy
- provide a calm and assertive response, eg "You know the rules and my expectations of your behaviour"
- the school behaviour policy should provide advice on ways in which the school specifically manages the behaviour of pupils with SEND – this should provide advice on a differentiated approach
- discuss the issue with your mentor/senior colleagues; if there really is inconsistency in the way staff follow policy and procedures, this needs to be addressed.

Be assertive

To be an assertive teacher:

- be firm but fair
- don't react to inappropriate behaviour, manage it
- make clear your expectations and rules
- make use of non-verbal communication, such as thumbs up, time out cards or looks
- if you say you're going to do something, make sure you do it and if you don't, apologise
- consistency is key (with the proviso that a differentiated approach may be required for pupils with SEND)
- follow through on inappropriate behaviour and follow through on consequences
- focus on rewarding positive behaviour
- make use of humour but avoid sarcasm at all costs.

Keeping students on task

When pupils are supposed to be working independently or in groups but use it as an opportunity to chat or mess around, to encourage them to stay on task, you could:

- provide a choice of two or three tasks, this may help if the reason for disengagement is boredom with the set task
- deliver gentle reminders to individuals or groups
- pause the activity, allow for thinking time and ask pupils to feedback on what they have done so far
- use positive encouragement, such as: "You've made a good start – what do you need to do next?"

- set and stick to time limits for tasks
- ask open questions, for example: “What should you be doing now?”
- review the task – was it interesting, relevant, appropriate; did pupils have the resources they needed to do it well?

Low Level Chatter

Low-level chatter can be an issue, even in an experienced teacher’s classroom. Try some of these tips to address it:

- give pupils legitimate opportunities to talk, eg talking with their partner or small group work
- use challenges to encourage pupils to be quiet as quickly as possible, eg “That took 30 seconds – that’s good, next time see if we can halve it”
- clap your hands, sound a horn, use a musical instrument or use a silent gesture eg hand in the air
- write instructions on the board
- set a task as soon as they enter the room – they might be more willing to listen as a result
- understand that some pupils with SEND will need reasonable adjustments in regard to calling out or reacting to instructions
- use engaging short tasks
- set rules, eg “When I ring the bell, that means I need you to be quiet”
- build relationships – pupils are more likely to respond to a teacher they like and respect
- consider your input time and pupils’ concentration.

Managing Calling Out

To manage inappropriate calling out from pupils:

- understand that some pupils with SEND will need reasonable adjustments in regard to calling out in class and individuals’ targets should be discussed with the SENCO, pupil and their parents/carers
- establish boundaries around calling out
- if you use ‘hands up’, reinforce it with a visual cue by raising your hand when inviting contributions
- use ‘talk partners’ or similar, where pupils have a short amount of time to discuss the answer to a question with a partner, then pick an individual to answer
- tactically ignore it, repeat your expectation that there is no calling out, and follow it up privately afterwards.

Answering Back

It is important to deal with rudeness, answering back and general disrespect:

- always address it appropriately
- do not overreact by saying something like “how dare you speak to me like that?”
- make them aware of the effect of their behaviour – if it happens more than once, follow it up – this could involve a discussion outside class time
- consider some pupils struggle to differentiate between rudeness and fact.

Supporting pupils who need or want extra attention

- consider if there is an explanation for it, does the child have a special educational need or has there been a significant event in their life?
- try to reframe your view of their behaviour, not necessarily accepting it but working with the pupil to change it
- if there is an impulsive element to it, give a set time when you will respond, eg “I’ll come to you when I have finished at this table”
- if the pupil is new, identify pupils to help them settle in
- teach the pupil the acceptable ways they can get your attention
- praise and positively reinforce acceptable behaviour.

Engaging reluctant pupils

- consider the reasons for the refusal/reluctance in the context of previous encounters with the pupil and prior knowledge of the pupil
- is there a special educational need which affects their behaviour?
- use the language of choice
- repeat the instruction, using an ‘I’ statement, finishing with “thanks” and allow take-up time
- follow the school’s procedure in a measured, firm, fair and consistent way
- keep words to a minimum to avoid coming across as nagging
- stay out of their personal space and ensure your body language conveys calmness
- try not to ask demanding questions – these can push the pupil into ‘fight or flight’ mode.

Managing pupil comments

To manage comments between pupils, such as when they make fun of one another’s appearance or rubbish each other’s work:

- follow the school procedures for overtly hostile bullying or abusive comments
- revisit the class contract
- be assertive when challenging the comments being made
- use ‘I’ statements, eg “I need you to stop saying things like that, as I expect everyone to treat each other with respect in this class”
- have a quiet word with those involved
- work with the whole class to develop understanding around issues.

Working with parents

To work collaboratively with parents, let them know their views are valued:

- develop positive relationships with the parents – explain that the school seeks to work in partnership with parents
- clarify the school’s expectations which should be set out in the home-school agreement
- don’t just contact parents about negative behaviour – regularly let parents know when their child has behaved well
- keep a reasonably detailed and factual record of incidents, eg “Ethan left his seat, went across the classroom and hit James on the back”, rather than “Ethan disrupted the lesson”
- you may wish to ask another teacher to be with you when you talk to parents initially in order to have an accurate record of the exchange
- seek advice from your mentor on school procedures for meeting parents.