



BJS

Fe

Behaviour Policy

Policy Adopted by Executive Headteacher: Summer 2022

Signed
Ms. A. Parker,

A handwritten signature in black ink, appearing to read "A. Parker".

A handwritten signature in black ink, appearing to read "A. Parker".

Executive Headteacher

Signed
Mrs F. Morris, Chair of Full Governing Board



Governing Board Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times, as set out in the working together guidelines
- Visitors, including parents and carers, are encouraged to be role models of behaviour
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

1. Principle

This policy is underpinned by the behaviour principle outlined by the Governing Board.

1.1 At the BJS Federation of Schools, we believe that there needs to be consistency across the Federation in the way behaviour of children is managed and that provision is implemented to promote a positive learning environment. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We monitor the impact of our provision, alongside the governing board yearly and amend as necessary.

1.2 This policy sets out clear expectations for the whole school community across the Federation, but also recognises that all children are unique. For this reason, strategies will be applied with flexibility allowing for the professional judgement of staff to be applied.

1.3 Within our Federation we take evidence informed approach to our behaviour management using The Education Endowment Foundation 'Improving Behaviour in Schools' guidance report. This guidance outlines 6 key areas that are infused within this policy.



1.4 It is important to know and understand your pupils and their influences.

Research suggests that teachers knowing their pupils well has a positive effect on classroom behaviour. There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.

1.5 It is important to teach learning behaviours alongside managing misbehaviour

Evidence has shown that pupils who are aware of their own behaviour, who can self-regulate and deploy coping strategies, will be less likely to mis-behave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task

1.6 It is important to use classroom management strategies to support good classroom behaviour

Effective classroom management can reduce challenging behaviour, pupil disengagement, attendance and attainment. Throughout the Federation we use clear behaviour reward systems to support behaviour throughout the schools. Evidence shows that teachers need regular reviews and training in effective classroom management

1.7 It is important to use simple approaches as part of your regular routine

Evidence has shown simple approaches such as greeting each pupil every day and using directed praise consistently can be very effective.

1.8 It is important to use targeted approaches to meet the needs of individuals in your schools

We understand that universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. Additional programmes may be put in place for pupils who are struggling with behaviour or in classes where behaviour is particularly poor.

2. Consistency is key

2.1 While classroom strategies have a big impact on pupil behaviour, consistency and coherence at a whole-school level are paramount. We know that all staff must have a shared sense of responsibility for behaviour management to be effective and successful.

2.2 Our Intent:

- To ensure that everyone in the Federation feels respected and valued
- To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour



- To encourage all members of our Federation community, children, parents and carers, staff and governors to share in the responsibility for maintaining a positive, safe, healthy and respectful Federation ethos and environment
- To ensure that all equal opportunity issues are considered in all aspects of policy and procedures
- To ensure that rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy. Staff and children create an environment where bullying, child-on-child abuse or discrimination are not tolerated
- To ensure that all children can become successful learners by developing self-respect, self-control, respect for others and accountability for their own behaviour and encouraging a shared understanding of values

2.3 Rights and Responsibilities

The Federation recognises that the responsibility of the management of behaviour is shared between the following:

- Senior leadership team
- Class teacher
- Support staff
- Children
- Parents/carers

2.4 Responsibilities of staff

- To create a safe and stimulating environment in which children can learn.
- To provide a curriculum that is ambitious and designed to give all children, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- To ensure quality first teaching (inclusive, fun and inspiring) is supported by a curriculum that enables children to develop and discover their interests and talents.
- To take a positive and consistent approach when dealing with behaviour management.
- To actively notice good behaviour.
- To ensure that all children, including new arrivals, children with Special Education Needs and Disabilities (SEND) and children with English as an additional language (EAL) understand the Federation's behaviour systems.
- To record and monitor behaviour incidents.
- To develop good relationships with parents and carers, in order to enable a good line of communication.

2.5 Responsibilities of children

- To listen and follow instructions from all members of staff.
- To respect the feelings of others and learn to sort out difficulties without using physical or emotional violence.



- To strive to learn to the best of their ability and allow others to learn.
- To display a positive attitude to their learning and build resilience to setbacks and take pride in their achievements.
- To seek help from staff, peer mediators and prefects in order to resolve a conflict using a restorative practice approach and the zones of regulation.
- To follow our 5 school rules.
- To respect other children's and the school's property.

2.6 Responsibilities of the parents/carers

- To treat all members of the school community with respect and politeness.
- To behave as appropriate role models in school at all times.
- To inform the appropriate member of staff, at an appropriate time, if they have any concerns.
- To support the school in their child's behaviour management.
- To ensure that their children come prepared for learning.
- To ensure that their children are punctual.
- To respond promptly to correspondence received from school.

2.7 We also recognise the rights of each of the stakeholders:

Rights of the children

- To have the right to learn.
- To be treated fairly regardless of race, language, gender, SEND, religion, culture or ability.
- To be treated with respect and consideration.
- To be listened to by adults and children in school.
- To be provided with a safe and secure environment to learn.
- To be taught an understanding of the behavioural systems and the reasons for these.
- To express their views, feelings and wishes appropriately and to have them listened to and considered.

2.8 Rights of the staff

- To be treated with respect.
- To receive support from line managers and other members of staff.
- To work in a safe and secure environment.
- To receive support from parents/carers.

2.9 Rights of parents/carers

- To be sure that their child is treated fairly and with respect.
- To be sure that their child is in a safe and secure environment.
- To be informed about expectations of behavioural systems.
- To have communication with school with regards to the behaviour of their child.

3.School Rules

There are mutually agreed rules for all members of our school communities.



3.1 Whole School Rules:

Bonneville	Jessop	Stockwell
<ul style="list-style-type: none"> ● We respect everyone ● We are honest ● We always try our best ● We look after property ● We are kind ● We listen to everyone 	<ul style="list-style-type: none"> ● Be respectful ● Be responsible ● Be kind ● Be hardworking ● Be a good listener ● We always try our best 	<ul style="list-style-type: none"> ● Be respectful ● Be responsible ● Be kind ● Be hardworking ● Be a good listener ● We always try our best

4. Expectations

4.1 We encourage appropriate behaviour by:

- Ensuring that adults are positive role models.
- Setting boundaries and rules through a shared understanding.
- Sharing clear expectations and setting and maintaining clear boundaries.
- Celebrating the School Values.
- Celebrating outstanding behaviour and learning.
- Encouraging children to discuss their concerns, either individually or with staff.
- Ensuring fair treatment regardless of race, language, gender, SEND, religion, culture or ability.
- Using appropriate sanctions where necessary.
- Informing parents and carers about their children's progress in regards to their behaviour.

5. Values

5.1 At the BJS Federation of Schools', we share values that are agreed and promoted by the whole Federation community linked to values for living in modern Britain. Some of these are:

- Respect
- Fairness
- Peace
- Unity
- Caring
- Friendship

- Freedom
- Commitment



5.2 We promote the value of the month through assemblies, PSHE lessons and displays throughout the Federation. Some class assemblies will focus on the value of the month, which ensures children’s perspective.

6. Restorative Practice

6.1 All members of staff are trained in using Restorative Practice approaches when dealing with conflicts in the Federation. The 5 step process ensures that the children have the opportunity to discuss what happened, consider the feelings of others involved and discuss how to move forward.

6.2 The 5 step process:

1. What happened?
2. What were you thinking? How were you feeling?
3. Who has been affected? How?
4. What do you need to feel better?
5. What needs to happen to move forward? How do we put things right?

6.3 Stages of behaviour, sanctions, and steps

	Behaviour	Appropriate sanctions	Steps
Stage 1	<p><u>Low level behaviour</u></p> <ul style="list-style-type: none"> · Calling out. · Interrupting other pupils. · Ignoring minor instructions. · Silly noises/minor annoyances. · Sulking. · Constant talking during silent work. · Disruptive behaviour towards other children in the playground during break time. 	<ul style="list-style-type: none"> · Eye contact. · Remind child of the consequences of repeated behaviours. · Reiterate the school rules. · Class behaviour system is used. · Tactically ignore. 	<ul style="list-style-type: none"> · Not recorded. · No other staff members involved. · Class teacher will deal with incident. · Class teacher to gain understanding of the root of the behaviour ie feelings/ causes/ triggers/additional factors and supporting the child to reflect. <p>· After 3 -5 repetitions (dependent on the impact of the behaviour) within the same day then move to stage 2.</p>



<p>Stage 2</p>	<p><u>Less serious behaviour</u></p> <ul style="list-style-type: none"> · Repeated stage 1 behaviour. · Eating sweets in school. · Refusal to work/unacceptable quality of work. · Deliberate disruption. · Accidental damage through carelessness (Dependent on how it happened and the damaged caused) · Repeatedly annoying other children. · Pushing in the line. · Running in the school building. · Being in the building unauthorised. · Repeated disruptive behaviour towards other children in the playground during break time. 	<ul style="list-style-type: none"> · Reflection time within the classroom. · Writing a letter of apology. · 5 - 10 minutes cool down period within the classroom · Repair/clean-up of damage. · Sweets or foodstuffs will be confiscated and disposed of. · Completion of work within the classroom during play time or lunch time. · Alternative break time arrangement 	<ul style="list-style-type: none"> · Not recorded. · No other staff members involved. · Class teacher or additional teacher will deal with the incident. · Class teacher or additional teacher to gain understanding of the root of the behaviour ie feelings/ causes/ triggers/additional factors and supporting the child to reflect. <p>· After 3 repetitions within the same day then move to stage 3.</p>
<p>Stage 3</p>	<p><u>More serious behaviour</u></p> <ul style="list-style-type: none"> · Repeated Stage 2 Behaviour. · Challenge to authority. · Repeatedly wandering about the classroom (dependant on the impact on the learning of others). · Repeatedly disrupting the learning of others. · Bringing in inappropriate toys, trading cards etc. · Deliberately throwing small objects with the intention of breaking them. 	<ul style="list-style-type: none"> · Formal contact with parents/carers by class teacher. · Writing a letter of apology. · Completion of work within the classroom. · Confiscation of mobile phones or other electronic devices. · Reflection based on the individual school/ child 	<ul style="list-style-type: none"> · Incidents recorded on CPOMS · Reported to SLT. · Class teacher to meet with parents/carers and a behaviour agreement signed and a report card issued · Item that has been confiscated to be kept locked in the office and returned to the parent only, unless we have stated it will be disposed of. · Class teacher to gain understanding of the



	<ul style="list-style-type: none"> · Damage to school/pupil property. · Repeated refusal to complete set tasks. · Deliberate rudeness to adults. · Harmful/offensive name calling/directed swearing at another child or adult. · Physically harming someone. 		<p>root of the behaviour ie feelings/ causes/ triggers/additional factors and supporting the child to reflect.</p> <p>A review of the impact on the learning of others and the severity of each incident will determine the next step.</p>
<p>Stage 4</p>	<p><u>Very serious behaviour</u></p> <ul style="list-style-type: none"> · Repeated Stage 3 Behaviour. · Deliberate spitting on another person. · Physically harming someone. · Fighting. · Deliberate leaving the classroom without permission. · Throwing dangerous objects. · Serious challenge to authority. · Bringing the school into disrepute or putting themselves or others in danger e.g. on public transport, road, school trips. · Vandalism/graffiti. · Stealing. · Truancy. · Malicious or inappropriate use of new technologies. · Bullying. · Homophobic language used towards other children or adults. · Racist incidents. · Deliberately throwing small objects with 	<ul style="list-style-type: none"> · Possible recompense for damaged/stolen property from parents. · A behaviour report card monitored the Assistant Headteachers. · Possible decision for off-site education within the Federation. · Possible decision for fixed period exclusion. 	<ul style="list-style-type: none"> · Meeting held with Assistant Headteacher, class teacher and parent/s/carers. · Incidents on CPOMS. · Possible referral to outside agencies i.e. CAMHS. · Persistent stage 4 behaviour will determine the involvement of the Head of School or potentially the Executive Headteacher.



	intention of harming someone.		
Stage 5	<p><u>Extremely serious behaviour</u></p> <ul style="list-style-type: none"> · Repeated Stage 4 Behaviour. · Extreme danger or violence. · Very serious challenge to authority. · Repeated verbal or physical abuse to anyone. · Running out of school. · Possession of a weapon considered to be dangerous by an adult. · Possession of illegal drugs. 	<ul style="list-style-type: none"> · High risk of exclusion: fixed period or permanent. · Consideration of alternative provision. 	<ul style="list-style-type: none"> · Requires immediate involvement of Head of School and the Executive Headteacher.

7. Our promotion of good behaviour

7.1 We have clear strategies in place throughout the Federation to help generate positive behaviour at all times. Much emphasis is placed on high quality PSHE (Personal, Social and Health Education) which is delivered on a weekly basis in each class and also within daily assemblies. Children are taught to respect differing needs and backgrounds; when problems arise, we are committed to dealing with incidents in a consistent and fair manner. Developing an atmosphere of mutual respect is a key priority within the schools.

8 Strategies used to promote good behaviour include:

- Praise and encouragement on a regular basis.
- Work commended and shared with other children and classes.
- Children sent to senior leaders when work has demonstrated outstanding effort or excellence.
- Weekly 'Celebration/values Assembly' where trophies and certificates are given out for exemplary attitude to learning or good behaviour.
- Each school has specific reward systems in place that children earn for positive attitudes or behaviour on a daily basis.
- Mentor or pastoral support for children either 1:1 or in groups.
- Modelling of positive behaviours by all members of staff.



- Working with outside agencies.

8.1 It is important to note that this 'modelling' of behaviour is an expectation of all adults within the Federation: those who work here as well as parents and carers who are visiting the school's premises at the beginning or end of the day. We believe that this can have a significant impact on further developing the positive ethos that we wish to maintain at BJS Federation of Schools.

9. Zones of Regulation

9.1 Zones of Regulation is a Federation systematic approach to teach emotional regulation by categorising the different ways we feel and states of alertness we experience in four coloured zones. We teach students to build skills in emotional and sensory regulation, executive functioning and social awareness. We also teach them ways to move between the zones. The framework is designed to help move students toward more independent regulation while also respecting each student and their unique self.

10. Pupils with Special Educational Needs (SEN)

10.1 The majority of pupils in our Federation respond positively to the behaviour policy. We recognise that some pupils with Special Education Needs may require additional support to improve their behaviour.

We do this by:

- Working in line with this policy.
- Working with outside agencies such as the Educational Psychologist, Speech and Language Therapist.
- Individual behaviour plan may be drawn up.
- Putting in more scaffolding, tailored to the specific needs of each pupil.

11. Positive handling

11.1 Physical restraint and the use of force is a last resort and should only be used in exceptional circumstances. Guidelines for this are included in the appendix. It is essential that all incidents involving restraint are recorded and monitored. The following is an extract from the Education Act DFE 1996 (see Appendix 6):

11.2 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 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.
- Restrain a pupil at risk of harming themselves through physical outbursts.

11.3 Please read Appendix 5 for further information in terms of the use of positive handling/ restraint.



Child on Child Abuse

12. Bullying

12.1 Bullying of any kind is unacceptable in our Federation. We take bullying very seriously. All teaching and support staff, pupils, parents, and governors should have a clear understanding of what bullying is. It is expected that anyone who knows that bullying is taking place will inform a member of staff, who will be able to take appropriate action so that all incidents are dealt with promptly and effectively. Pupils and parents should be assured that they will be supported when bullying is reported.

13 What is bullying?

13.1 Bullying can take many forms:

Physical: punching, kicking, hitting, pushing or other violence.

Verbal: name-calling, teasing, laughing, spreading rumours, using threatening language.

Emotional: being unfriendly, being deliberately unkind, excluding another child, playing practical jokes.

13.2 There are characteristics which often distinguish bullying from other incidents of physical violence, or verbal or indirect abuse. These should be considered when deciding the appropriate response to a particular incident.

14. Persistent and sustained over time.

- Targeted at a particular individual or group
- Intention to harm.
- Premeditated or deliberate.
- Involvement of a group of children or
- Covert or hidden, often taking place in areas less easily supervised.

14.1 Children are taught about the impact of bullying through assemblies and PSHE lessons on a regular basis. Time is also spent discussing and explaining with the children what constitutes bullying, e.g., persistent, and deliberate abuse.

14.2 This is in contrast to an isolated incident of name calling in the playground which would not be classed as bullying, and which would be dealt with in a different manner.

15. Signs and Symptoms of bullying:



15.1 Although incidents of bullying may be reported by a child or his or her parents, bullying is not always easy to detect. Staff should watch out for other signs and symptoms that bullying may be taking place. Further investigation may be necessary if any of the following indicators are observed:

- Child appears withdrawn or sad.
- Child is reluctant to talk about incidents.
- Child is reluctant to come to school or class, or to go to the playground or toilets.
- Child has poor attendance and unexplained absences.
- Child has few friends or is isolated in class or playground.
- Child displays a change in behaviour.
- Child bullying other children or siblings.
- Change in attitude to work.
- Child has damaged or missing possessions, including money.

16. Prevention of bullying:

16.1 Bullying is best prevented by providing an ethos where children are encouraged to be supportive of each other, and to understand the consequences of their actions on others. This is developed in schools through work in PSHE and circle time, including the use of our 'values' themes each month. All staff are involved in ensuring that children feel confident that they can discuss openly any matters of concern which they may have.

17. Procedures:

17.1 When an incident of bullying is reported it should be dealt with in line with our general policy on behaviour. The children involved will discuss their actions with the member of staff dealing with the incident, with the intention of achieving reconciliation and the prevention of further incidents. If the member of staff investigating the incident considers that it is bullying, the details of the incident should be recorded. Children involved will be warned about the consequences of their behaviour. The intention is to provide support to bring about a positive change in the bully's behaviour, but appropriate sanctions may be used to emphasise the serious nature of bullying.

17.2 If the bullying is repeated, this should be reported to the Phase Leader, who will discuss the incidents with the children and their parents. A commitment to future conduct will be agreed at this meeting, and this will be monitored over a set period of time. The Executive Headteacher will be informed of the details of this agreement.

17.3 The Family Link Worker will be responsible for ensuring that all members of staff working with the children involved are aware of the situation, and that they provide feedback on the effectiveness of the agreement.

17.4 If the bullying continues, the child and his or her parents will meet the Assistant Headteachers to discuss the serious consequences of failure to meet the agreed standards of behaviour. This includes the possibility of exclusion. A formal warning letter may then be given by the Executive Headteacher/Head of School.



18. Cyber Bullying

18.1 Cyber bullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging, and social networking websites. Texts, messages, or images are sent or posted on sites, which hurt, intimidate, or embarrass another person.

Within the Federation we take cyber bullying seriously and deal with it in the same way we would any other type of bullying. If cyber bullying happens outside of school, we will support parents or carers in handling any issues. However, it must be the responsibility of parents and carers to manage the safe use of technology outside of school hours. It is not the responsibility of school staff to do this.

19. Sexual Harassment

19.1 We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

19.2 Sexist comments are those which discriminate based on an individual's sex. Such as, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

19.3 Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

19.4 Further examples include:

Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

19.5 Consensual and non-consensual sharing of nude and semi-nude images and/or videos¹⁰ (also known as sexting or youth produced sexual imagery).

19.6 Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their private body parts to obtain sexual gratification, or cause humiliation, distress or alarm.

19.7 All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Support the victim with the family
- Involve external agencies where necessary
- Monitor their behaviour for any recurrence
- Escalate the sanction to e.g. a letter or phone call to parents if the pupil refuses to apologise in the first instance

19.8 Our curriculum will cover what healthy and respectful behaviour towards one another looks like.



20. Racism

20.1 A racist incident is any incident that is prejudice, discrimination or antagonism directed against someone in regards to their race. Racial harassment will not be tolerated. Racist incidents are recorded on CPOMS. Appropriate actions will be taken by senior leaders in each school to address specific incidents.

21. Exclusion

21.1 Following a period of intervention and support, fixed period exclusion may be considered if the child's behaviour does not improve. In some extreme circumstances of serious misbehaviour issues, the Head of School will use their professional judgement to decide if an immediate fixed period exclusion is appropriate.

21.2 Permanent exclusion may be considered following a series of fixed period exclusions or a significant single incident, however, this will be considered on a case-by-case basis and will be decided by the Executive Headteacher in line with the Lambeth Exclusion procedures.

21.3 Following each fixed period exclusion, children will be set a Pastoral Support Plan (PSP) to support their progress and development to avoid any further behavioural issues. Parents or carers will be expected to liaise with the Assistant Headteacher for Inclusion regularly, depending on the level or severity of the incident.

21.4 Strategies will be reviewed in partnership with the family to ensure pupils make substantial progress in improving their behaviour.

22. Equal Opportunities

22.1 At the BJS Federation of Schools, we believe that the management of pupil's behaviour should be the same regardless of gender, race, socio-economic background, or academic ability (see Equalities Policy).

23. Role of the Governing Board

- Ensure that the schools within the Federation review the behaviour policy in line with the most recent guidance.
- Monitor the implementation of the behaviour policy through regular reports from the Executive Headteacher
- Deal with individual incidents as set out in the school's complaints policy.



Appendix 1

School Community Agreement

At the Federation we aim to create a calm and nurturing environment, where our high expectations of behaviour are clear for all members of the Federation community. We try and prepare children for life beyond the Federation by consistently encouraging and rewarding positive behaviour, whilst making the importance of following rules clear.

We strive to create a Federation where all children and adults are valued and respected. We celebrate the diversity of our school's community and see this as one of our many strengths. As a Federation we are committed to treating children and adults with equality and respect and we will refuse to accept any forms of intolerance or bigotry towards others.

We ask that everyone supports these requests below in order that we can maintain the positive environment of which we are rightly proud:

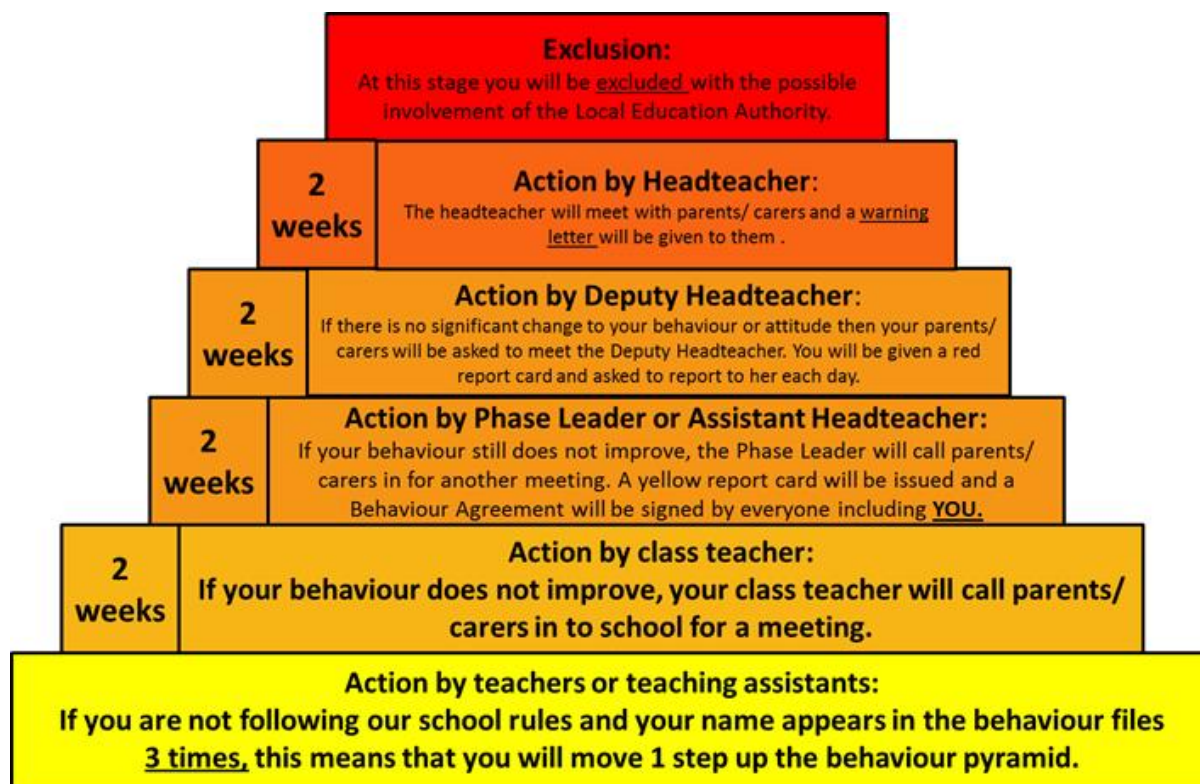
- Please do not use mobile phones in the schools or in the playground unless it is an emergency
- Please always support the rules and expectations of our Federation
- Try and attend any parents' meetings to ensure that you are aware of their progress and targets. This will help you support their learning at home
- Do not use bad language towards Federation staff or in front of children
- We expect all Federation staff to be treated with respect
- If there is an issue that you are concerned about, please speak to your child's class teacher or a member of the leadership team. Do not confront other parents or children in the playground
- Please ensure that your child comes to school on time each day and that their attendance is the very best it can be
- We expect that all children will attend school trips (unless their behaviour puts themselves or others at risk) including those which visit places of a religious nature. We want all children to understand a variety of world religions, and this is an important part of helping them do this.

By accepting these requests, you will be actively supporting school staff to help maintain the positive ethos and environment of the BJS Federation of Schools. We hope this will help your child to flourish in school and encourage them to grow up into confident, independent and caring individuals.

We thank you for your support



Appendix 2





Appendix 3

Behaviour Agreement (Example)

Between _____ and
Bonnevile/Jessop/Stockwell Primary School

School Targets	Targets for _____
<ul style="list-style-type: none"> • We will make school a safe and happy and interesting place to be. • _____ will be praised for success in achieving his/ her targets. 	<ul style="list-style-type: none"> • I will not be violent or abusive towards anyone at school. • I will follow the instructions of the adults who are responsible for me while I am at school. • If I feel upset about anything, I will take time to calm down, or I will speak to an adult.

I have read this agreement and understand the targets that I have been set, as well as the importance of achieving them. I am aware that failure to meet these targets will have serious consequences and may result in my exclusion from Bonneville/Jessop/Stockwell Primary School.

Signed: _____ **(Child)** _____

(Parent/ Carer): _____

(Teacher): _____

(Executive Headteacher)

Date: _____



Appendix 4

Guidelines for Restraining Pupils

What is reasonable force?

- 1) The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) 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.
- 5) 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.
- 6) Federation staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible to avoid injuring the pupils.

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspectors Act 2006).
- 2) This power applies to any member of staff at the Federation. It can also apply to people whom the Executive 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?

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

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

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