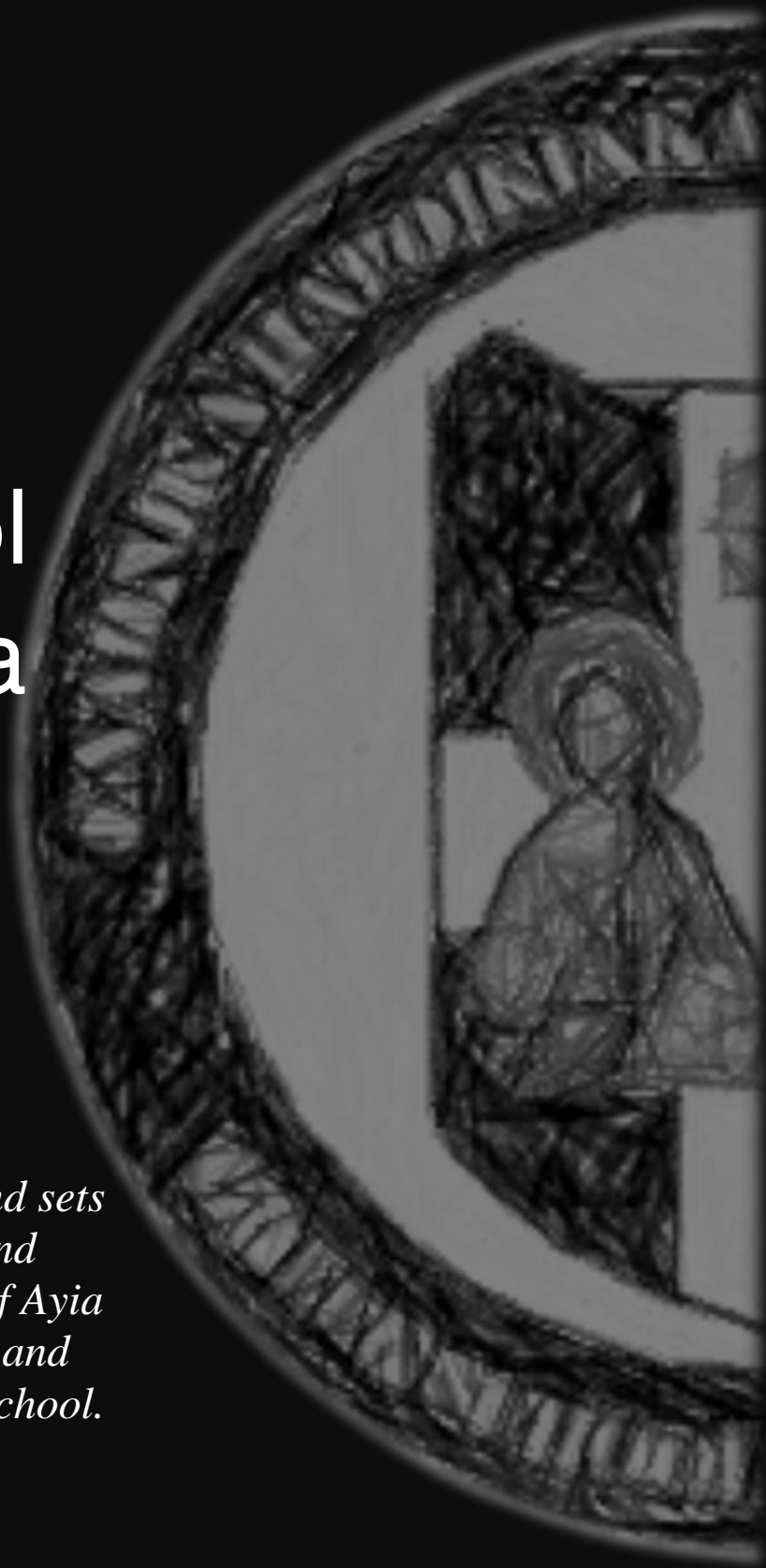


# Greek School *of* Ayia Triada Birmingham

## *Behaviour Policy*

*This document defines the term and sets out the principles, practices and procedures which Greek School of Ayia Triada will follow in respecting and valuing each child attending the school.*



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## **A. This Policy: *Definition, Commitment, Ethos***

This policy was first prepared and written in agreement with the children, parents, staff and members of the management board of Greek School of Ayia Triada Birmingham on the 10<sup>th</sup> of June 2007, at a joint meeting, in the presence of the headteacher of the school, members of the Management Board, representatives of parents and the members of the Pupil's Councils.

It is based on the guidance of the five outcomes of the Educational Agenda of Every Child Matters (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being) and takes into account the varying learning styles of children and adults at Invicta in a dyslexia friendly environment.

### **Our commitment,**

A school is many things to many people. It's a place of learning, play and work. It's a place that evokes memories-both good and bad. It's a community in its own right and a focus for the wider community outside its gates. So is our school.

Greek School of Ayia Triada Birmingham aims to be a safe, happy and a caring Greek Orthodox school where all children enjoy coming, make friends, play and keep up with their Greek-Cypriot origins, history, traditions and values. We believe in excellence and in encouraging children to develop their talents in a variety of ways. We also respect diversity and difference and each child and parent is valued as an important entity of our school.

It is our commitment to provide a high quality learning and teaching environment where every child and adult has the opportunity to develop to their full potential.

### **Ethos**

Greek School of Ayia Triada Birmingham is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. In order to achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that the School is a positive and safe place to be. Our Christian values underpin our ethos.

For the School to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the School, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

### **Defining Good Behaviour**

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other

- Quiet and hardworking
- Respectful and tolerant

## B. Introduction and Philosophy

The Greek School of Ayia Triada Birmingham was established 30 years ago with a vision of providing an after school learning environment for all Greek Cypriot children and with the aim of fostering the Greek Orthodox Ethos and of children keeping up with their mother language, in a secure, safe and caring school setting, where all members of staff, management board and volunteers are committed to safeguarding children. We continue to cherish this vision and we are proud of the reputation the School has for high standards of achievement in teaching and learning and for providing a caring and purposeful environment in which the individual needs and abilities of each child are recognised.

We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations, than of negative comments. By fostering positive relationships between children and staff, the children will feel valued as individuals and as part of our supplementary school. Through this children will develop a pride in themselves and in their school, together with a sense of belonging.

## C. Aims:

This policy provides guidance for the whole school community on the day-to-day practice and management of Behaviour and Discipline. As a Greek Orthodox Supplementary School, we seek to promote an atmosphere of good behaviour and orderliness in the life of the school at all times, encouraging the children to respect the school building, its equipment and the people working in it. It is important for the children to develop a sense of pride in themselves, their work and in their school. We treat all children as individuals and encourage them to develop social skills and independence. Our Christian values, eg. honesty, trust, respect, perseverance; underpin the culture and learning environment of the school.

- To develop a whole school approach to behaviour, supported and followed by the whole school community – parents, staff, children and Management Board, based on a sense of community and shared values.
- To teach children to respect themselves and others and to take responsibility for their own action and behaviour.
- To promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- To promote a culture of praise and encouragement in which all pupils can achieve.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems in a caring and sympathetic manner when they occur in order to achieve an improvement in behaviour.
- To create a positive ethos, as a Greek Orthodox School, by promoting and encouraging children's spiritual, moral, social and cultural development.
- To provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment.

## D. Our Golden Rules

Our Golden Rules apply for all children and adults at Ayia Triada Birmingham at all times and have been decided by the whole school community. They apply to areas outside of the classroom and outside school.

At Greek School of Ayia Triada we expect everyone to follow our *Golden Rules*:

- **Try your best**
- **Be fair**
- **Be honest**
- **Treat everyone equally**
- **Zero tolerance to bullying of any form or kind (verbal, physical, written).**
- **No throwing of things under no circumstances**

Our rules are based on shared Values:

- **Hardwork**
- **Teamwork**
- **Helpfulness**
- **Kindness**
- **Friendship**
- **Respect**
- **Trust**
- **Fairness**

## E. Actions and Processes

### 1. Responsibilities

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

#### 1.1. Expectations of children about their teachers

Pupils may expect staff and other adults in the school to:

- arrive at lessons on time;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;

- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

### **1.2. Expectations of teachers about their children**

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons e.g reading book, activity book, stationery needed for the lesson etc;
- follow classroom rules, instructions given by staff and adults without arguing and procedures and not disrupt the learning of other pupils;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- care for the classroom and school and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- report to a teacher or other adult any bullying behaviour by others
- behave appropriately when outside school;
- be an ambassador for the school.

### **1.3. Expectations of parents about their children in school**

Staff and other adults in the school may expect parents to:

#### **Parents can help:**

- By recognising that a close partnership is needed between parents, staff and children in order to promote good behaviour.
- By discussing school rules with their child, emphasising their support of them and assisting, when appropriate, with their enforcement.
- By attending Parents' Evenings and functions organised by the school.
- By developing informal contacts with the school.
- By understanding that teaching and learning can only take place in a well-ordered environment.
- By remembering that staff will deal with behaviour problems patiently and positively and will always be happy to speak to parents about any concerns they may have.
- By working with the school to promote school sanctions. Negative comments to the child about any aspect of school life are always counterproductive.
- treat all staff and other adults with respect;



- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and nonaggressive or threatening manner;

#### **1.4. What Parents can Expect from Staff and other adults in the School**

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures; behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum in order to meet the needs of each child; keep you informed about general school matters, and your child's individual progress; let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities;

## **2. Celebrating Success**

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson
- Sharing and celebrating success in newsletters
- Head teacher's award for outstanding achievement, progress, improvement, representing the school etc.

## 3. Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour. We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children become aware that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

### 3.1. Sanctions

Each case will be dealt with individually, with children being made aware that they are responsible for their own actions and that behaving in certain ways will lead to the use of sanctions involving themselves. Minor breaches of discipline are usually dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child. Initial responses to inappropriate behaviour may include:

- talk to the child – try to discover what has happened/if there is a problem with the work
- a reminder of expected behaviour
- a verbal reprimand
- moving to sit alone in the classroom (usually when its continuous disrupting or other behaviours which disrupt the smooth running of the lesson and disrupt other students from their work)
- withdrawing to another class
- being asked to write a letter of apology
- a warning of 'time out' at break-time of 1 minute for each year of the child's life

*Note: For all behaviour related incidences at school, parents will be receiving a **"Poor Behaviour Note"** which will briefly describing the incident. **Three** such notes will trigger a formal letter reporting behaviour in school. A record is kept in school of these communication with parents with regards to behaviour/*

However, we recognise that there is a need for a range of behaviour management strategies & sanctions or disciplinary measures, so all teacher can benefit from a calm, safe and motivating learning environment. For this reason one or a combination of the following may be used, depending on the needs and age of the child:

- Redirect to another activity
- Provide Warning to the child about undesired behaviour and state expected good behaviour
- Write child's name on the board to act as a visual reminder, without disrupting the flow of learning for others.
- Move the child from a group to work on his/her own
- Withdraw to another class (between 10-20 minutes to finish work and return back to his class)
- Remove child from the class – place with Headteacher or with another member of staff – no child is to be left unsupervised at any time
- To monitor the frequency of negative behaviour a child's name will be written in Class Behaviour Book.
- If child's name occurs in Class Behaviour Book more than 3 times (3 behaviour alert note), a letter will additionally send home to inform the parents
- Discuss the situation with the whole class, a group of children or the whole school as appropriate.

- Child is given time out e.g. one minute for each year of their life (usually time out is given during break time or after school if parents are notified in advance or once this is decided).
- Teachers to see the headteacher at break time to discuss the issue that arose in class
- Parental involvement
- Report to the Headteacher for two consecutive weeks
- No member of staff must in anyway physically chastise a child.

## Examples of Levels of Behaviour challenges and Actions:

### Level One

**leading to Warning if behaviour continues** (first time incident)

- Low level disruption in class
- Calling out
- Consistently off-task
- Chewing/eating in class
- Passing notes
- Misuse of practical equipment
- Graffiti on books, equipment or furniture
- Out of school uniform
- No or incorrect equipment
- Littering
- Use of mobile phone in class – item will be kept in School Office

### Level Two

**leading to 'time out' or sanction & parental involvement** (behaviour notes)

- Persistent concerns over 'Level 1' behaviours.
- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Undermining/personal/discriminatory comments directed at staff
- Repeated personal or discriminatory comments directed at other pupils
- Inappropriate and dangerous behaviour in and outside classroom or school premises during school time
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values

### Level Three

**leading to internal exclusion or fixed term exclusion** (formal caution actions)

- Direct swearing or being rude at a member of staff

- Violence or intimidation directed at any member of the school community or the wider community
- Out of control behaviour (throwing things etc chairs, kicking doors, kicking other people)
- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Misuse of substances e.g. alcohol or drugs anywhere on school premises

*Note: at this point we would like to highlight that our school commits to zero tolerance to behaviours described to “Level Three Behaviours” and to some of “Level Two Behaviours”-depending on the seriousness- notes are sent home in each case and in some cases formal action may be triggered immediately .*

### **3.2 Restorative Justice/Reflection on Actions**

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again. Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them. Meetings are always held in a neutral place with a member of staff, acting as mediator. The mediator’s job is to keep everyone calm and civil and help those involved to move forward to restore the relationship. Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

### **3.3 Sanctions and Disciplinary Action**

There is a clearly defined process for issuing sanctions in our school. Where possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

### **Pupil Behaviour Logs**

Staff record poor or inappropriate behaviour in the school Behaviour Diary and also have copies of *Behaviour Alert Notes*. Where the pupil does not respond to warnings, they are issued with a Behaviour Alert Note which is sent home. This will enable parents to support the school.

### **Screening, Searching and Confiscation**

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – February 2014 (A copy of this document is available from the school on request or to download from the Gov.uk Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises

or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items

Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

- i) to commit an offence,
- ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Pupils are allowed to bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm. Depending on the seriousness of the media, information may also be reported to the Police.

Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Where items are not collected, the school will dispose of them at the end of each term. Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies'. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search pupils without their consent for such items. There will be severe penalties for pupils found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion.

### **3.4. Removal from Class**

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to the Head teacher or in another class. In such circumstances, the pupil will automatically receive a time-out during playtime. Pupils may also be removed from class for more serious

misconduct (aggressive or threatening behaviour, bullying, self-harming behaviours, or behaviours that are likely to cause harm) without the use of warnings.

Other additional examples of disciplinary actions

- Verbal warning
- Moved seat or place – to sit by an adult / or to work on your own.
- Missed playtime or time out for 1 minute for each year of the child's age.
- Time out in another class – completing work in another class.
- Sent to work in the Head's Office.
- Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

### **3.5. Permanent Exclusion**

A decision to exclude a pupil permanently will be taken only:

- in response to serious breaches of the school's Whole School Behaviour Policy and procedures; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

The headteacher may decide on exclusion, without approval from the Management Board, if one or more of the following are the case: if all stages of this policy have been utilised, if more than one formal caution have been issued, if even after short term exclusion the behaviour has not been improved, and if the welfare of children at school is seriously compromised by the behaviour displayed. There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

#### **3.5.1. Exclusions - The Right of Appeal and Legal Duties**

Depending on the type of exclusion, in most cases, parents have the right to make representations to the Educational Team of the Management Board of the School or directly to the Management Board of Ayia Triada Greek School within 15 working days. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel-in our case the parents can send a letter making representation for appealing the decision to Cyprus Educational Mission in London (22 Stuart Crescent, N22 5NN, London). However, the school may not change a decision if the Management Board and the Headteacher are not convinced of the representation from the parents. The decision for exclusion may be unanimously or if two thirds (10 out of 15 members) of the members of the Board and the Headteacher decide for this.

In the cases where all the options set by this policy, for dealing with challenging behaviours, inappropriate behaviours or any behaviour issues outlined in this policy, the decision to exclude may be triggered automatically if more than one formal caution have been issued and the case has been discussed at the Management Board.

Permanent Exclusion may be decided from one Branch (the one the child is attending) of our School or from all Branches. In the case where a student is excluded from one Branch the parents may appeal on the decision for the specific branch of the School. The Management Board may grant a reconsideration of the decision or may refuse to reconsider. IF the exclusion is from one of the Branches, the parents may wish to send their child in another branch of the school but they have to state this in writing on their appeal letter. Usually if exclusion decision is reconsidered, there will be a probational period for the student and behaviour will be recorded in order to establish at the end of the probational period if the pupil will continue to attend school after the end of the probational period.

When Management Board Receives the Appeal Letter from the Parents, the content and the case will be in the agenda for discussion. A vote for reconsideration will be launched and members of the management board will openly vote and discuss their opinion. Decision can be reached-as mentioned above- if two thirds of the Management vote. Following this, the parents will be informed in writing about the decision within 15 working days from the date of the meeting.

The school has a duty also to suggest another supplementary school for the child to continue their Greek Language lessons, or another branch of our School. The branch that the parents may suggest in their appeal letter is not guaranteed to be granted acceptance to attend.

### **3.6. Lunchtime Supervision**

At lunchtime, supervision is the responsibility of the Teaching Staff and Teaching Support Staff as well as Members of the MB who are on Rota either Saturdays or Midweek; and who are expected to:

- maintain order by reminding children of the standards of behaviour expected
- maintain the safety of all children
- encourage the children to play together co-operatively and sensibly.

Children who consistently misbehave will be sent to their class teacher or Headteacher. Parents will be informed by the class teacher or Headteacher (through sending home Poor Behaviour Note) for any case of poor behaviour during lunchtime. In extreme cases, it may be necessary to exclude the child from the school site during the lunch break.

### **3.7. Attendance and Punctuality**

All schools across the UK are required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. It is vital that parents ensure their child arrives at school on time each day. If pupils are late or do not attend:

*Parent should telephone the school (contact numbers are in all communication including the parents' booklet) in the morning or email the headteacher/class teachers or send a text at the school phone and informing about the absence. Any absence needs to be explained, on return to school, by a letter or phone call from parent. Parent should contact the school again if an absence is more than three consecutive weeks (which equals to three days of lessons if attending once a week our school). The school will make attempts to contact parents when no information is given to school concerning absences.*

## 4. Homework

Pupils will have homework each week. All teachers across our school follow the same guidelines concerning homework. All Year Groups from Year 1 to Year 6 will be always having homework note, typed up and attached to the page of their reading books that are currently working at. On the same note, feedback space is also available for the parents to add their comment and feedback and that way to communicate with the class teacher. Parents are encouraged to contact the school if it appears that homework is not being set. All homework must be completed by the due deadline. Pupils are encouraged to plan out their homework, so it can be completed easily over the week. Children find regular smaller homework times easier than a mammoth block with a stressed parent!

Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed. If homework is not completed:

- a child is more likely to fall behind in their learning, as homework generally involves basics such as reading, learning spelling and times tables, which need regular reinforcement to become automatic.
- parents may use the *Homework Feedback Space* to write an explanation if there is a good reason why a child was unable to complete their homework the teacher should be told before or at the beginning of the lesson

### 4.1. Homework Logs

All teachers keep lesson log where they record all the times that children are coming to school without completing or without doing their homework. This log is kept for the cases where concerns are raised about learning progress and behaviour. Teachers can mention their findings concerning homework in the progress reports every term.

## 5. Pupil Conduct and Misbehaviour Onsite and Outside School Premises

### 5.1 What the Law Allows

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

#### **Any Misbehaviour When The Child Is:**

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

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

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

### 5.2. Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order and behaviour on all transport to and from school, educational visits or other events.
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.



The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **5.3 Sanctions and Disciplinary Action – Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of removal from the activity, collection by parents, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

### **5.4 Pupil Support**

We aim to support all our pupils to ensure that every child succeeds during their time at the School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. Monitoring report cards with targets to promote success in lessons. Increased communication between home and school as well as with the day mainstream school of the child (where there is a known diagnosis and referral and known Individual Learning and Care Plan for the child), Individual support plans.

- Small group work or 1:1 support
- Additional literacy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision and Reduced timetable where this is needed
- Reduced timetable

## **6. The Use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010 (*available online on <http://www.legislation.gov.uk/ukpga/2010/15/section/149>*). Force is generally used for two different purposes, either to control pupils or to restrain them.

Our School follows government's guidelines on this:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Control can mean either passive contact (standing between two pupils or blocking a pupil's path), or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to

prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

### Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

**View online:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**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.

## 6.1 Action as a result of Self-defence or in an Emergency

All staff including teaching staff, teaching assistants, lunchtime supervisors, and the Management Board have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

**Note:** All staff, including teaching assistants and long-term supply staff should be aware of behaviour or any other medical issues of children. Medical Alert Booklet should be kept in school indicating individual learning or other difficulties and conditions.

## 6.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.

- Pupils at Risk of harming themselves or others through physical outbursts will be physically restrained.

In order to prevent a pupil from attacking a member of staff or another pupil.

To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

### **6.3 Power to Use Reasonable Force when Searching Without Consent**

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 3.2 above.

### **6.4 Unreasonable Force**

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

### **6.5 Staff training**

Two members of staff will receive training (Positive Behaviour Management Training Level 1 and Level 2) about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

**Note: If no training is in place and up to date training, teachers may not exercise their "Use of Reasonable Force Right".**

### **6.6 Behaviour Management Plans**

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport. In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

## 6.7 Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or pupil?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- Does recording it help to identify and analyse patterns of pupil behaviour?
- If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident.

All injuries will be reported and recorded in accordance with school procedures.

## 6.8 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 3.2 above.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;

(e) ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:

- physical consequences
- emotional stress or loss of confidence
- analysis and reflection of the incident

## 6.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

## 6.10 Other Physical Contact with Pupils

*This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and 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.
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

## 7. Allegations of Abuse against Staff and Other Adults Working in the School

### 7.1 General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which is part of the Child Protection Policy and procedures).

The Management Board of our School has a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate. School staff have a positive role to play in child protection, as their position often allows

them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious. In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers and other children. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistle Blowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE.

## 7.2 Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the LA appointed Designated Officer (DO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

## 8. Bullying

### 8.1 What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

***“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.***

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures (Whole School Behaviour Policy and procedures). In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will take action in line with this Behaviour Policy and procedures. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

*(more information on our Anti-Bullying Policy)*

## **8.2 The Law**

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils" Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable. Schools are required to comply with the new equality duty 'The Equality Act 2010'.

The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

### **8.3 Reporting and Recording Incidents of Bullying**

*Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures (e.g. record to the incident record folder, send Poor Behaviour Alert Note home, Advise sought by urgent meeting set with the Educational Advisors of the Management Board, decision to be notified to the parents and may include formal caution sent home of the child involved in bullying actions). Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. The Whole School Behaviour Policy and procedures also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded (in the incident record folder, and Management Board responsible members) regardless of the outcome of the investigation.*

### **8.4 Tackling Bullying**

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

### **8.5 Strategies for Dealing with Bullying**

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- Poster and leaflet campaigns
- Assemblies - both whole school and class/form that promote a sense of community
- Circle time
- Internet Use Agreement is signed by all and online safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform

### **8.6 Strategies for Dealing with the Bully**

- Disciplinary sanction imposed either exclusion or period of time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

### **8.7 Strategies to Support a Victim**

- Disciplinary sanctions as appropriate applied to the bully
- Opportunity to talk to staff member
- Mediation



- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

## **9. Drugs and Drug-Related Incidents**

### **9.1 General**

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed

as 'prohibited items' with respect to screening, searching and confiscation – Section 3.2 refers.

### **9.2 Responsibilities**

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. At Crosscrake CE Primary, Linda Fletcher is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education. Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

### **9.3 Dealing with Drug-Related Incidents**

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

- **Medicines**

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

- **Tobacco**

In line with legislation, the school has operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

- **Alcohol**

No alcohol is consumed during the course of the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Management Board and forms part of the Lettings Contract.

- **Solvents**

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

- **Illegal substances**

Illegal or illicit substances must not be brought to school or used on school premises.

## **9.4 What to do in the event of finding a drug or suspected illegal substance**

- (1) Take possession of the drug/substance and inform the Head teacher or any of the three Educational Advisors from the Management Board who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:
  - Do NOT attempt to pick up the needle.
  - If possible, cordon off the area to make it safe.
  - Inform the Head teacher or the Office.
  - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery

## **9.5 What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia**

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.

- (3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.

- Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the
- witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

## **9.6 Procedures for dealing with a pupil suspected to be under the influence of a drug or substance**

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the pupil (for analysis).  
All drug related incidents will be recorded.

## **9.7 When to contact the police/disciplinary action**

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration. Where controlled drugs are found, these will be delivered to the police as soon as possible.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.

Tobacco or cigarette papers will also be disposed of in the same way as alcohol. If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises. As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

## **9.8 Procedures for dealing with drug-related incidents involving adults**

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.

- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.
- These examples are not exhaustive and in each case, the Head teacher will take into account the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils out with school premises, the Head teacher or other member of staff will consult with the police.

## **10. Behaviour of Parents and Other Visitors to the School**

The School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community, or staff or management board. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. As a school we maintain ZERO tolerance to verbal or written threatening behaviour and therefore legal action will be sought in all such cases following voting from the Management Board. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Advice on School Security:

Access and barring of individuals from school premises' (December 2012). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

### **10.1 Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour. Again the

following types of behaviour may trigger legal action against the person engaging in such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures
- Unacceptable behaviour may result in the Police being informed of the incident.

## 10.2 Procedures for Dealing with Unacceptable Behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Headteacher, or the person who is directly. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the police. When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a Senior member from the Management Board will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

- If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.
- The School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

### 10.3 Unacceptable Use of Technology

The School takes the issue of unacceptable use of technology by any member of the school community very seriously. We expect parents and other adults within the school community to act responsibly when using on-line technologies. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the police. Acceptable use agreements exist for pupils, staff and governors of the School and form part of our Online Safety Policy and procedures.

## 11. Notes and Summary of Key Points

**Note:** In all cases of behaviour issues in our school, this policy will be advised. A record is kept for all incidences and Management Board must be informed accordingly each time a record is made. For serious incidences the school can seek for legal advice.

#### Summary of key points:

1. Poor behaviour Alert Note will be sent home for all minor and major issues
2. Formal caution can be triggered if three Poor behaviour Alert Notes are sent home.
3. Teaching staff can make use of any of the mentioned sanctions for continuing challenging or disruptive behaviour in school as well as praising and reward system for good behaviour and effort in school.
4. Any member of staff can report behaviour incidences during class time, lunchtime and during events

## 12. Useful Links

All the actions and procedures mentioned in this policy are guided by the British Legislation and adapted to the nature, population and needs of our school. Should you need further information please follow the links below.

### Education Act

→ <http://www.legislation.gov.uk/ukpga/2010/15/section/149>

### Use of Reasonable Force

→ [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### Dealing with Bullying in Schools

→ <https://www.gov.uk/bullying-at-school/the-law>

### Exclusions from Schools

→ <https://www.gov.uk/school-discipline-exclusions/discipline>

### Acceptable Sanctions

→ <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

### Managing violent and abusive visitors to schools the Law

→ [Birmingham City Council Management of violent abusive visitors to schools guidance- view on Schools Site Birmingham City Council](#)

→ [https://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0018/11457/Keeping-schools-safe-FINAL-VERSION-2012.pdf](https://www.surreycc.gov.uk/_data/assets/pdf_file/0018/11457/Keeping-schools-safe-FINAL-VERSION-2012.pdf)

→ <http://www.naht.org.uk/welcome/advice/advice-home/governance-and-infrastructure-advice/managing-violent-and-abusive-visitors-to-schools/>

### Teachers Support on Critical Incidences

→ <http://www.teachersupport.info/get-support/practical-guides/leadership/critical-incidents>

### Version Control of this Policy

| Version Name                                     | Date         | Reason for Update  |
|--|--------------|--|
| Draft Behaviour Policy (1 <sup>st</sup> version) | 01/12/2007   | Not in place, needed to Create Behaviour Policy. Feedback Dr Riaz Farooq –Birmingham City Council-Local Supplementary School Officer   |
| Draft Behaviour Policy (2 <sup>nd</sup> Version) | October 2009 | More amendments agreement in School Committee to change the Behaviour Policy and make it more comprehensive  |
| Draft Behaviour Policy                           | 17/11/2010   | Feedback from Karen Gardiner   |
| Updated Behaviour Policy                         | 10/09/2013   | Ratified by Management Board Signed by the Management Board  |
| Updated  | 01/09/2014   | Reviewed and agreed and signed   |
| Updated  | 01/09/2016   | Ratified by Management Board and agreed for next review in two years time  |
| Updated  | 03/05/2017   | A new modified Behaviour policy is created, with a lot more details added to the 2014 version. The 2017 Version is issued following a major incident involving parents complaining concerning a child being removed from the classroom to another classroom due to throwing a pencil.<br>This new version of the policy has been given to all members of management board who have read and approved.<br>Additional amendments on the Permanent Exclusion Section as well as on the Right to Appeal Section have been made |
| Reviewed   | 01/09/2018   | Reviewed and Approved by Manag. Board<br>No further changes  |
| Reviewed   | 01/09/19     | Reviewed and Approved by Manag. Board<br>No further changes  |
| Reviewed   | 01/09/21     | Reviewed and Approved by Manag. Board<br>No further changes  |
| Reviewed   | 20/09/2022   | Reviewed and Approved by Manag. Board<br>No further changes  |
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## APPENDIX 1

### POOR BEHAVIOUR NOTE



#### Poor Behaviour Note -Communication with Parents

Name of Student: ..... Class: ..... Date: .....

The above-named student has presented with poor behaviour choices during today's lesson. His/ Her behaviour raises concerns for the safety of other children in class/ and or his/her own safety and/or breaches the expected code of conduct. We have sent this note home today because of one or more of the following:

Not following directions or instructions,  Aggressive/Violent Behaviour,  Off task,  Poor attitude to lesson or work,  Disrespect for others  argument/fight with another child  inappropriate language,  Homework not completed,  left the classroom without permission

Teacher's Description & Comments:

Teacher Signature: .....

Signature:

**Note to Parent:** Receiving 3 Poor Behaviour Notes home will trigger formal caution. Email your child's class teacher to arrange an appointment should you wish to talk to the teacher about this.



#### Poor Behaviour Note -Communication with Parents

Name of Student: ..... Class: ..... Date: .....

The above-named student has presented with poor behaviour choices during today's lesson. His/ Her behaviour raises concerns for the safety of other children in class/ and or his/her own safety and/or breaches the expected code of conduct. We have sent this note home today because of one or more of the following:

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Teacher's Description & Comments:

Teacher Signature: .....

Signature:

**Note to Parent:** Receiving 3 Poor Behaviour Notes home will trigger formal caution. Email your child's class teacher to arrange an appointment should you wish to talk to the teacher about this.

### Behaviour Record

Copies of all notes send home, are always added to the behaviour and incident record folder at the office. Also any Level 1 incident will be recorded in the folder as evidence as well as for keeping a record of all incidences happening in school, which may or may not require sending behaviour note home. This is for keeping a record of all incidences at school, minor or major. Guidelines in Behaviour policy and also in our teaching and Learning Policy, highlight the importance and the legal aspect of record keeping of all behaviour incidences and generally of all incidences taking place at school.

APPENDIX 2

Date: .....

To: The Parent or Guardian of .....

Subject: Behaviour related Caution/ Incident for School Records

Dear .....

It was brought to our attention by the Class Teacher/ TA of ..... and the School Rep ..... of the Stoke on Trent branch of our school a series of behaviour incidences in class which is of concern to us. .... presented for .....consecutive weeks (*also according to our Behaviour Incidences Record, serious incidences of challenging behaviour have been recorded during the first term and the previous school year*), behaviour choices which **are not** appropriate and unacceptable according to the Behaviour Policy of our School. Please find here below further details on this matter as described on the following Behaviour Record Sheet /and which occurred on DD/MM/YYYY, DD/MM/YYYY, DD/MM/YYYY, DD/MM/YYYY,

Tick  the most appropriate or relevant to this letter behaviour and add a comment to the right column:

| <input checked="" type="checkbox"/> | Categories   | Class Teacher / TA Comment |
|-------------------------------------|--|----------------------------|
|                                     | Attitude to class teacher or members of staff  |                            |
|                                     | Attitude to homework   |                            |
|                                     | Verbal Behaviour Directed at class teacher or members of staff   |                            |
|                                     | Verbal Behaviour Directed at pupils  |                            |
|                                     | Aggressive Behaviour   |                            |
|                                     | Dangerous Behaviour in the class<br><i>(Behaviour that can potentially set at risk the child or children in class as well as adults, e.g. being aggressive towards other children or adults, leaving class without permission, hitting other children, violating personal space of others, physically attack other children or adults)</i> |                            |
|                                     | Behaviour Likely to cause Safety Concerns<br><i>(Throwing objects such as rubbers, pencils, books, chairs, leaving his/her seat without permission..)</i>  |                            |
|                                     | Lack of Work <i>(hasn't presented any completed homework for two consecutive weeks, refuses to work on his activities during lesson)</i>   |                            |
|                                     | Poor Quality Classwork   |                            |
|                                     | Refusing to Follow Instructions  |                            |
|                                     | Other (please use space below to describe behaviour of a child)  |                            |

Tick  the most appropriate actions taken by the class teacher.

|                          |  |                          |  |
|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | Verbal warning given by the teacher/<br>Behaviour chart changes (green to red) | <input type="checkbox"/> | Parents asked to meet with the<br>Headteacher                          |
| <input type="checkbox"/> | Additional work given for homework   | <input type="checkbox"/> | Spend the remaining of the school day<br>in the headteacher's office   |
| <input type="checkbox"/> | 30 minutes detention   | <input type="checkbox"/> | Attending a meeting in presence of<br>parents, teacher and headteacher |
| <input type="checkbox"/> | Talked with the headteacher  | <input type="checkbox"/> | Temporary Exclusion from School  |
| <input type="checkbox"/> | Withdrawal to a different classroom  | <input type="checkbox"/> | Permanent Exclusion  |

Tick  as appropriate. Authorised by:  Headteacher  Chair of Man.  
Board

Educational Advisors Man. Board  Other

:

Use this space to provide further details only in relation to the specific incident:

We feel it is important that you are aware of this and also that this behaviour is not accepted in our school.

If this behaviour continues ..... may be permanently excluded from school in accordance with our *Teaching and Learning* and *Behaviour Policy* procedures.

**Please note** that this matter has been discussed with the School Rep Mrs M. Antoniou, the Headteacher, members of the Educat. Advisory Team of the Management Board and the Chair of Man. Further meeting will be initiated on ....., with the child Evangelos Kyriakou and his parents. We will continue to work together to resolve any behaviour issues with the school in the future. Please sign the slip below and return it to school and see the School Rep

**Yours sincerely,**

..... Dr. S. Tryfonos Mrs K. Jordanou  
School Rep Stoke on Trent Headteacher Chair Management Board **Date:** .....

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**Formal Caution**

I have discussed this matter with ..... and noted the warning of suspension.

Signed .....

Name: ..... Date: ..... Return to: .....

.....