

SINCLAIR HOUSE SCHOOL

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publically available on the School website to parents, staff and pupils and on request a copy may be obtained from the School Office.

Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- *Behaviour and Discipline in Schools, Advice for Head Teachers and College Staff* (DfE: updated January 2016)
- www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- *Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- *Equality Act 2010* (HM Government: 2010)

Applies to all:

- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site;
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Proprietors and volunteers working in the school.

Related Documents:

- EYFS Managing and Modifying Behaviour through Positive Language
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural (SMSC) Development including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Children Policy.

The above policies, working practices, documentation and record keeping support the implementation of behaviour management including discipline and sanctions.

Designated Member of Staff responsible for Behaviour Management

The Member of Staff with overall responsibility for Behaviour Management in the whole school is: Francesca Monti, Pastoral Deputy Head who also has oversight of Pastoral Care at 59 Fulham High Street, London, SW6 3JJ. The responsible person for Behaviour Management within the EYFS is Hayley McCarthy, Nursery Manager at 59 Fulham High Street, London, SW6 3JJ and at 159 Munster Road, London, SW6 6DA.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.
- The Headmistress will undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than **September 2021**, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.



Mrs. Carlotta T.M. O'Sullivan

Principal and Proprietor

Date: 1st September, 2020

Statement of Intent: Sinclair House School aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's social, moral, spiritual and cultural development, and also our policy on rewards and sanctions with regard to pupils' behaviour.

We regard it to be a highly important aspect of children's education and development at Sinclair House, for pupils to learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults. We also believe that the key to good behaviour is self-regulation. This is the ability to manage one's own energy states, emotions, behaviours and attention in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships and wellbeing and achieving learning. Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

As part of our Behaviour Policy, Sinclair House School believes that all children and adults have the right to be in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere. The purpose of this policy is to:

- create an environment that is conducive to achieving the aims of the School;
- provide clearly defined limits that are easily understood by children, staff and parents;
- aid all staff in the management of behaviour;
- ensure high standards of behaviour are promoted and maintained.

In addition to setting out rewards and sanctions, behaviour strategy and the teaching of good behaviour, we also:-

- fulfil our duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils;
- have support systems for pupils;
- liaison with parents and other agencies;
- manage pupils' transition;
- take disciplinary action against pupils who are found to have made malicious accusations against staff.

In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT- Based Forms of Abuse (including Cyber-Bullying) Policy. Also please see our E-safety Policy.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in their planners.

Aims and Objectives: It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We aim to treat all children fairly and to apply this behaviour policy consistently.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. We want our children to learn to manage their emotional reactions and their behaviours through understanding their emotional triggers and developing self-regulation techniques. The whole school, inclusive of the EYFS setting, does not use corporal punishment nor use it as a threat.

Early Years Foundation Stage (EYFS) - Nursery and Pre-Reception

At our school we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS, our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at our school will use and promote positive language with children where possible. We believe in positive reinforcement of good behaviour, by using tools such as a marble jar (a team effort to fill the jar and then a class reward for all to enjoy). By using these tools, the children can encourage positive behaviour amongst themselves and begin to recognise behaviour that will not be rewarded.

Our behaviour management strategies within our EYFS are based on the following key principles:

- We model expected behaviour.
- We use eye contact with children.
- We use our body language as well as our words.
- We use specific praise to reward positive behaviour.
- Where possible, we ignore attention seeking behaviour.
- We phrase our requests in a positive manner.
- We promote independence and responsibility.
- We use our knowledge of each child as an individual.
- We do not make assumptions about young children's understanding.
- We empower children to choose the right course of action and to learn from experience.

When children under four behave in unacceptable ways, we recognise that strategies for supporting them need to be developmentally appropriate and differ from those used for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger and distress, and require sensitive adults to help them do this. Common unacceptable behaviour of children under four include tantrums, biting and fighting. We require staff to be calm and patient, to offer comfort to intense emotions, to help children manage their feelings and to talk about them to help resolve issues and promote understanding.

If a young child harms another child in our care (e.g. biting) we inform both sets of parents immediately and record this on CPOMS as an 'aggressive play.' We recognise that young children often engage in play that has an aggressive theme, such as superhero and weapon play. Such play is not necessarily a precursor to hurtful behaviour or bullying, even if a child appears preoccupied with its aggressive theme, although the child's behaviour may be inconsiderate and need addressing. If necessary the Headmistress will support the Nursery team to maintain a consistent approach throughout. We recognise that themes in fantasy play often refer to 'goodies' and 'baddies' and as such offer opportunities for us to explore concepts of right and wrong. We are aware of the importance of tuning in to the content of children's fantasy play, perhaps to suggest alternative strategies for heroes and heroines, encouraging empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Please refer also to: MODIFYING AND MANAGING BEHAVIOUR THROUGH POSITIVE LANGUAGE IN THE EARLY YEARS FOUNDATION STAGE (EYFS) policy in the EYFS section

Reception, KS1 and KS2 - Pre-Prep and Prep

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers praise children for considerate, positive behaviour in such a way as to underline its value to our school.
- Teachers may set up their own class rewards systems, if needed. The children are rewarded with tokens that lead to a special prize or occasion. To build cooperation and a sense of community, we encourage the use of initiatives that reward the class collectively, such as marble jars.

- We use a House Points system for all pupils where points are awarded for academic work, achievement, effort and for being a good citizen. House Points are recorded on ClassDojo. House points certificates and badges will be awarded in assemblies when a child has reached the required points number.*

Pre-Prep 100 HPs = Bronze Award, 200 HPs = Silver Award, 300 = Gold Award, 500 = Platinum Award

Prep 100 HPs = Bronze Badge, 200 HPs = Silver Badge, 300 = Gold Badge, 500 = Platinum Badge

**All house points collected each year carry over to the following year for each child. Only children starting Year 3 should start a brand-new house point card due to the transition into Key Stage Two.*

- All classes have an opportunity to lead an assembly where they can show examples not only of their best work, but of considerate behaviour towards others, working as a team.
- The school acknowledges all the efforts and achievements of children, both in and out of school. On occasion pupils may have an outstanding achievement outside school, which we celebrate within school also, during our Friday Assembly.
- **Chance cards** are given for individual acts of good behaviour or effort. They are green in colour and can be received at any time during the school day, given by either a teacher or a School Councillor (School Councillors must ask the Head Boy or Head Girl to approve before putting in the chance card box). If awarded a chance card, that pupil should also receive 1 house point. All chance cards are collected over the week with a 'Chance Card Draw' held on Friday during Assembly. The Headmistress will select two Chance Cards from the draw, awarding each pupil with 5 House Points each.
- **Golden book:** should a member of staff want to highlight a pupil for a special mention in the weekly Friday assembly, this can be noted down in the Golden book for approval before 11am every Friday. All pupils who receive a special mention from the Headmistress also receive 5 house points and the special mention is communicated in the weekly newsletter.

Sanctions

The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to be attentive in lessons. If they are consistently inattentive, strategies will be applied as per the appropriate year group.
- We expect children to try their best in all activities. If they do not, we may ask them to repeat a task or activity. If the teacher believes the pupil to be purposefully avoiding work or seeking distraction or distracting others, strategies will be applied as per the appropriate year group.
- If a child is disruptive in class, the teacher may verbally reprimand them and strategies will be applied as per the appropriate year group.
- If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Some individual children may need extra support with behaviour, in which case ILPs will be agreed with the class teacher, parents, the SENCO, and outside agencies.

Pre-Prep: Reception / KS1- Calm Corner

Each classroom will have a Calm Corner set up next to the Mood Meter display, with all the children's names laminated and stuck on. A selection of calming down tools will be available to the children. The main principle behind it is that we are taking the time to help children understand the feelings and triggers behind their behaviour. The Calm Corner is used to point out to the children that their behaviour is not acceptable and that s/he needs to find a strategy or tool to regulate it. At the Calm Corner, the child recognises and labels how s/he feels and chooses a tool to regulate before joining back the lesson. Initially, TA and Class Teachers will work together to assist the children in the process, until a time when the children can use this area independently. If upon rejoining the class, the poor behaviour continues, the child will be kept back at playtime to reflect with the Teachers in the Calm Corner. Should a child continue to demonstrate poor behavior, the teacher may deduct 1 house point. Further playtime may be spent reflecting on behaviour. If the behaviour persists, further individual strategies will be implemented in discussion with the Pastoral Deputy Head. A child may be sent to talk to the Pastoral Deputy Head as a further measure but only after different strategies are explored with the class teacher.

Prep: KS2 – House Point Deduction

If a child is behaving inappropriately, they will be first issued with a warning and if poor behavior continues, 1-2 house points will be deducted. It is within the teacher's decision to deduct more house points if appropriate. Following a warning/reminder, 1 house point will be deducted if a pupil does not bring in their homework on time in KS2. 1-4 house points being deducted will not involve SLT.

- Children who lose **1-2 house points** will be spoken to by the staff member deducting the house points and the class teacher will be informed via CPOMS and need to follow up with the child.
- Children who lose **3-4 house points** will be spoken to by the staff member and class teacher during a break time. If appropriate, a 'Think It Through' may be completed.
- Children who lose **5 or more** house points will result in being sent to the Deputy Principal and parents will be informed.

Class Teachers are to record all deduction of house points on Class Dojo and on CPOMS. Should a child continually be losing house points, the class teacher will contact the Pastoral Deputy Head and a meeting with the child will be arranged. If appropriate, parents will also be informed and/or met with.

On Report

The Headmistress and Pastoral Deputy Head will place a child 'On Report' when their behaviour is consistently falling below expectations or if part of a major behaviour incident. Parents will be informed in a meeting and via email to confirm. All report cards are unique to each situation, with a key reason and focus for improvement characterising the purpose of the report card. If a child is on report, they must carry their report card to each lesson and inform the teacher in charge that they are 'on report'. The teacher should then use the report card (which will be handed over to the teacher by the pupil) to make a note of the child's behaviour during their lesson. A child will remain 'on report' for a specific amount of time assigned by the Headmistress and Pastoral Deputy Head and depending on behaviour noted during this time, will either be allowed to continue as normal or further steps to behaviour improvement will be taken and meetings set up with The Headmistress and The Pastoral Deputy Head with parents to discuss. The child 'on report' will meet daily with their class teacher and weekly with the Pastoral Deputy Head to review the progress on the report card.

Detention

Detentions can be given for any major behavior or academic incidents. The staff member issuing the detention must hold the detention, unless it is appropriate for the Deputy to hold it. For an academic detention, staff can set specific work or use the time as an opportunity for children to complete/catch up with missed work. During a behavioral detention, children can complete a 'Think It Through' and any other work/activity set by the teacher who has given the detention. The detention will happen in the classroom of the staff member organising the detention. EYFS and KS1 children will not be given 'detention' although they can at times be held back from playtime on an ad hoc basis to reflect further on their behaviour with the Class Teacher. The Class Teacher and Pastoral Deputy Head must be made aware of any detentions taking place and all detentions must be recorded on ISAMS.

If a child threatens, hurts or bullies another child, the class teacher records the incident immediately on CPOMS (for bullying incidents, please see our anti-bullying policy). If a child repeatedly acts in a way that disrupts or upsets others, the class teacher will involve the Pastoral Deputy and/or the Headmistress to remedy the situation; if the circumstances continue, the school will contact the child's parents or carers and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

Fixed-term and permanent exclusions: We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioral difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude. If the Headmistress excludes a child, the parents are informed immediately, giving reasons for the exclusion. Parents may appeal against the exclusion of their child. The Headmistress is responsible for giving exclusions to individual children for serious acts of misbehaviour. The Headmistress considers it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- Sold or attempted to sell illegal drugs
- Stole from the school or a fellow pupil
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

For repeated or very serious acts of anti-social behaviour, the Headmistress may permanently exclude a child. Only the Headmistress has the power to exclude a child from school. In extreme and exceptional circumstances, the Headmistress may permanently exclude a child from the school. Neither sanction is used lightly.

Drug and alcohol related incidents: *It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or adult employee. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent of the child has visited the school and discussed the seriousness of the incident with the Headmistress. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will be informed.*

Record of Incidents: The school keeps records concerning incidents of misbehavior on CPOMS.

Minor Incidents: The class teacher, specialist teachers and all other members of staff record any minor behavior incidents they observe on CPOMS. The Pastoral Deputy Head oversees all incidents on CPOMS.

Major Incidents: Any instances of Major Behaviour incidents must be recorded by the member of staff who witnesses the incident directly on CPOMS. The Pastoral Deputy Head and Headmistress must be alerted via CPOMS

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headmistress and entered in CPOMS (with the relevant staff notified). It will be discussed with parents or guardians when a child. The Headmistress records more serious incidents which have resulted in her involvement. The Headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

Please refer to our Exclusion Statement for extreme cases, also to our Anti-Bullying Policy.

Educational Visits: The Headmistress may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense. Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

Online behavior: pupils should be just as clear about what is expected of them online as offline. *Further detail cited in the school E-safety policy.* All staff should read the DfE publication of 'Teaching Online Safety in Schools':
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Anti-Bullying: This Behaviour Management Including Discipline and Sanctions Policy is dovetailed with our *Anti-Bullying and Safeguarding – Child Protection Policies*. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others

The role of the teacher: The teacher discusses both the school Code of Conduct and the Kindness Code with the children. In addition to this, each class also has its own classroom set of 'roles and responsibilities' - The Class Charter - which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others. It is the responsibility of class teachers to ensure that the school Code of Conduct and Kindness Code are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The teachers in our school have high expectations of the children

with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. Teachers treat each child fairly and all classes with respect and understanding, enforcing the classroom code consistently. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS and house points will be deducted and recorded. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the Pastoral Deputy Head.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher (in conjunction with the Pastoral Deputy Head and, if appropriate, with the Headmistress) liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Pastoral Deputy Head in conjunction with the Headmistress: The role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Pastoral Deputy Head, in conjunction with the Headmistress, has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Pastoral Deputy Head, in conjunction with the Headmistress, who is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying pupils;
- ensure that the standard of behaviour is acceptable;
- regulate the conduct of pupils
- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- ensure staff receive appropriate training on behaviour management when necessary;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the School;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- ensuring staff are supported by the (Senior Leadership Team) SLT when dealing with pupils displaying misbehaviour and that there is consistency in managing the behaviour
- plan and co-ordinate a Pastoral Assembly at the beginning of the week, to work in line with the PSHEE scheme of the school to explore and reflect the spiritual, moral, social, economic and cultural growth of pupils.

The Role of Pupils: Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

School Council

From Year 1 upwards we have a School Council. There are 2 council members in each class. The School Councillors meet every week under the supervision of Miss Francesca Monti. They organise events and put forward the voice of their peers, through suggestions made to them via the Voice display. School Council representatives are allowed to hand out Chance Cards, once approved by the Head Boy or Head Girl, to deserving pupils within their class and throughout the school for good behaviour, teamwork and good sportsmanship. School Councillors are elected to their positions through a democratic vote and take their position seriously, to ensure they have an impact on the school and continually strive to evaluate and improve the school and its systems. School Council meets at least once a week during a lunchtime period.

The Role of Parents and Carers: Our school strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents immediately

if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

Behaviour of Parents on/off the School Premises: It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching. Appointments should be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note must be written and given to the office if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Parents should not use the Class Rep System to vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publically to parents, other than for normal class business, should be approved by the Headmistress first.

Physical Restraint – Use of Reasonable Force: All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Many of our staff are noncontact trained. Teachers in our school do not hit, push or slap children. Staff will only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmistress and recorded in the child's personal file on CPOMS. The child's parents are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

The School Environment: We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. We wish to promote a school environment where the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day; we have high expectations, both in work and in play, which create a positive attitude to learning for life; and all have a right to attend school where they feel safe. Our weekly Pastoral Assembly starts the week, to nurture an ethos of positivity and caring, respectful attitudes towards teachers and peers in our school community.

Managing Pupil Transition: We carefully manage the transition of the children, not only from EYFS through to Key Stage One and to Key Stage Two but also in preparing children for their senior school placement in Year Seven. A particular strength at Sinclair House School is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools.

Malicious Accusations: If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmistress will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Our school takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

Duties under the Equality Act 2010 in supporting Pupil's with special educational needs and disabled pupils

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular we give due consideration to our children who require such due to their special educational needs or disability when considering behaviour, discipline and sanctions. Adjustments will be made according to the children's individual specific needs.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably, for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

SEARCHING AND CONFISCATION

This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. Our School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Care and consideration will be given to the age of the child when following the guidance in this policy.

This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014. The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Equality Act 2010

Search with Consent

- School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
- It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child.
- The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

Search Without Consent

- The Headmistress and staff authorised by the Headmistress have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause

personal injury to, or damage to the property of, any person (including the pupil)

- The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk
- *that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.*

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014

Dealing with Electronic Devices (statutory guidance)

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school's Behaviour Policy.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Guidance for Carrying Out A Search What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks: Under common law powers, schools are able to search lockers and desks for any item, provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of reasonable force (Please refer to our Physical Restraint and Use of Reasonable Force Policy)

Informing Parents

- There is no requirement for the school to inform parents before a search
- Parents may be informed as part of the school behaviour policy and procedures.
- Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school.
- If a parent makes a complaint then the normal procedures for dealing with a complaint should be followed.

Record Keeping: Although there is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded on CPOMS.