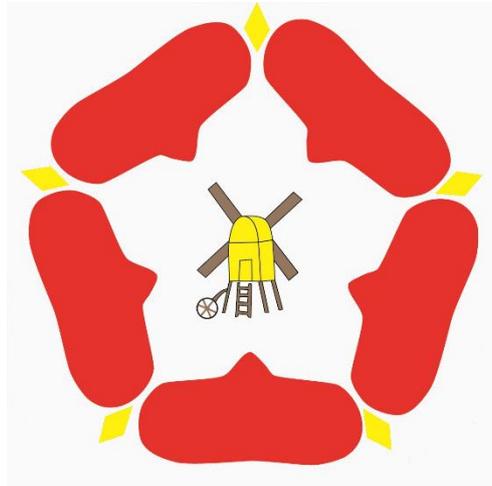


# **Bozeat Community Primary School and Nursery**



## **Behaviour policy and statement of behaviour principles**

**Agreed by the Governing Body: June 2019**

**To be reviewed: June 2020**

## **The Key Principles of Behaviour Management**

### 1. Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour;
- Some of our children, for some or all of the time, will need more of our attention and support than others;
- We have a responsibility to teach social behaviour to all children;
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable (such as those relating to violent or other unsafe behaviour);
- All pupils have the right to be educated no matter how challenging their behaviour;
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

### 2. Being Positive

- Parents/carers need to be as fully involved as possible;
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers;
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave;
- We should recognise acceptable behaviour through positive reinforcement;
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

### 3. Being Assertive

- We believe we all have rights - teachers have the right to teach, pupils have the right to learn;
- Pupils and staff have the right to feel safe in school;
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school;
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school;

- Staff requires support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

### **The Aims Behaviour Policy**

- To support the educational and other aims of the school;
- To contribute to the ethos of the school;
- To ensure that the conduct of all members of the school community is consistent with the values of the school;
- To create a safe, predictable working environment in which all children can learn positive social behaviour.

The Behaviour Policy links to policies on the following: Anti-Bullying, Cyberbullying, E-Safety, Exclusion – please refer to the policies for further information. The school's PSHE and Sex Education curriculum should address any bullying issues systematically. Issues should also be addressed through whole class circle time.

Our School Rules –

Be Ready – being ready to learn

Be Respectful – being respectful to all

Be Safe – being and keeping yourself and others safe

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

### **Roles and responsibilities**

#### **The governing board**

The Local Governing Board is responsible for reviewing and approving the written statement of behaviour principles.

The Local Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Governing Board giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy in agreement with the Local Governing Board.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the school rules and values.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

### **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
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Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## Behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Using the school behaviour strategy to deal with low-level disruption
  - Using positive reinforcement

### Classroom visual display

Each class behaviour display system allows for the following;

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour

#### Platinum/Recognition board

Pupils are moved onto the Recognition board if they have behaved or worked to a standard that is exceptional for that child.

Pupils remain on the recognition board for the week.

#### Gold

Pupils move up to gold if they have behaved or worked to a standard that is above standard expectation.

Pupils move back onto green the following day.

#### Green

All children start on green every day. Children are expected to be Ready, Respectful and Safe at all times.

#### Orange

Pupils are moved to the orange after they have received a warning. After the 5 minutes has been completed the pupil moves back onto green.

#### Red

Pupils are moved to red if there is no change in behaviour that resulted in them being moved down to orange. After the 15 minutes has been completed the pupil moves back to green.

## **Rewards**

**We believe that children who try their best and excel should be rewarded and celebrated. School rewards can include;**

- Verbal praise/recognition in class
- House points
- Stickers
- Postcard home

Behaviour that goes above and beyond our expectations should also be rewarded. We recognise children in the following ways;

- Verbal praise/recognition in class
- Recognition board
- Visiting the Headteacher for a Headteacher's reward
- Celebration in whole school assembly
- Postcard/phone call home
- Being on the 'Recognition board' for the rest of the week.

## **Monitoring and tracking Behaviour**

Behaviour incidents are mainly logged on SIMs by class teachers. Staff may also log incidents using paper forms. These will be collated and analysed at the end of each half term to identify key problem areas around the school & ensure plans are put into place to address them.

Parents can request to see their child's behaviour incident forms or SIMs behaviour log.

### **Support and Management of Vulnerable Pupils**

Many children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Parents will be informed that the school has concerns about their child's behaviour. The Senior Leadership Team will discuss with parents and the class teacher about the strategies in place to further support their child's behaviour. These may include:

- Behaviour Support Plans;
- The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

### **Exclusions**

Bozeat Community Primary School and Nursery seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies. Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Abusive language used towards an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school
- Misuse of illegal drugs or other substances including smoking and alcohol

- Carrying an offensive weapon
- Arson
- Indecent behaviour
- Wilful damage

### Exclusion

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

### Types of exclusion

#### 1. Fixed term exclusion

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed. (See list above)

#### 2. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Headteacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when they are sure that

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority.

### **Physical Interventions by staff in school**

This includes guidance for staff that hitherto has been provided for individual pupils. The value of one policy covering all matters is that parents can see what interventions will be used and the circumstances in which they will be used.

### Objectives

In order for a physical intervention to be warranted, staff should believe that immediate action is necessary to prevent:

- a pupil from significantly injuring himself or others
- serious damage to property
- a serious breach of school good order and discipline
- a criminal offence (eg having or using, a weapon or being in possession of drugs) eg search (see end)

## Equal Opportunities

This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality.

### Minimising the need to use force

- Staff should take steps to avoid the need for a restrictive physical intervention, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction and, “stop! Moving others away or out of the room is also an option (Govt. guidance; 2010,2011,2012)
- Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage should be used.
- Every effort should be made to secure the presence of other staff before using a RPI. These staff can act as assistants and witnesses. And monitor airways, circulation and well being/emotions.
- As soon as it is safe, intervention should be gradually relaxed to allow the pupil to regain self-control. Intervention should take place calmly but firmly. A place to go which is calm should be known to all staff, with appropriate seating.
- Restraint should be an act of care and control, not punishment
- Physical restraint should never be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Social, Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the schools personal, social, and Health Education teaching.
- If it is unsafe impractical for the adult to intervene physically, the staff member must take action in another way, eg sending a pupil with a message; saying names loudly and “stop”, moving things away to prevent them from being used as weapons; moving other pupils away.
- Where a pupil may require restraint that pupil should already have a plan in place notifying staff that specific interventions may be necessary. Parents/carers will have been involved in the creation of this plan. Pupils who do not have plans will have one drawn up following an incident. (this is a legal obligation)
- Procedures and interventions will be reviewed (and changed) every term at least.
- Interventions must be age appropriate and will change and minimize over the life of a plan.

### Staff authorised to use force

All staff who are Team Teach trained and whose certification is current are authorised to use a *proportionately* restrictive physical intervention where they have ascertained that to do so is *reasonable, necessary and in the best interests of the pupil* concerned. The key question in this instance is, ‘What would make this pupil safe?’

Any adult working with pupils in this school or on an official trip where they have responsibility for the pupils’ safety must intervene to keep a pupil or pupils safe. They must use their best judgment to determine what this intervention should be, and

whether it needs to be physical. (NB: Personal Safety courses can help to inform support staff and parents working regularly in the school about their options and responsibilities.)

In any incidence where restraint is used the incident must be immediately reported to the SLT so that it can be correctly recorded. Contact for control does not need to be recorded but maybe as part of a behaviour plan for a pupil.

This policy is evidence of the use of temporary or permanent authorization to use force to retrain a pupil.

### Operational procedural points relating to the use of physical restraint

- The age and social competence of the pupil should be taken into consideration when deciding what kind of intervention is necessary. Staff therefore need to know and be prepared to use a hierarchy of responses and techniques, rather than relying on a one size fits all approach.
- Holds should only be carried out by suitably trained adults, as it is frightening for a pupil to be held by somebody who is inflicting pain through ignorance (or being instructed in situ) and this can lead to serious injury for the pupil and adults concerned. Inflicting pain is illegal (see above) and will usually escalate the situation.
- It is important to use only the minimum force necessary to achieve the desired result. Restraint is carried out as an act of care and to make the pupil feel safe, whilst restricting their mobility and choices. Relax and disengage as soon as safe.
- Attending staff if not leading must monitor the pupil's breathing, circulation and well-being throughout and comment on this for the incident report.\* see Reporting and recording, below.
- Using an attending member of staff to 'change face' helps to calm the pupil and is always preferable to one adult 'seeing a situation through to the end'. It also helps in recovering the lead staff's working relationship with the pupil, afterwards.
- A discussion with the pupil about what happened and why the intervention was necessary will be carried out some time after they have calmed down from the whole incident. Restraining and attending staff will concentrate on helping the pupil to calm down and be very quiet and soothing in their presence.
- No pupil will ever be left 'to calm down' in a space where they cannot be seen by a member of staff. Pupils in any stage of an incident involving restraint must be monitored and seen at all times.
- If the pupil can return (escorted) to class and be reintegrated quietly, this is preferable to spending hours reliving the incident.
- A Restorative and reflective conversation with a key qualified staff member will help the pupil if it is held later in the day after some normality has been resumed. The pupil's POV is very important and so is the learning about what happened and what they can take forward, especially as we are trying to reduce the necessity for RPIs.

- This meeting ideally will include the lead staff member coming in after a time to hear what the pupil has decided to say to them and rebuild their relationship.
- A sanction may be discussed but does not automatically happen following a restraint. If the pupil can think of a way of 'making this better', that is much more effective. Anything they could think of around improving the relationships (including their own responses) would be excellent, as that is the learning area.

Reporting, recording and subsequent meetings with staff and parents/carers. The school does not have to report the use of contact for control. The school must always report the use of a restrictive physical intervention for the purpose of restraint. Our reporting and recording procedures are governed by our legal obligations and additionally, by best practice guidelines from the DFE and Team Teach.

Where a pupil's behaviour puts them or other pupils/adult at risk of injury, a Behaviour Risk Assessment and Positive Handling Plan should be completed to clarify and show agreed structures and support systems in place which are most likely to minimise risk to any individual. These forms should be shared with parents and signed by teachers, support staff and parents. They should be photocopied and filed and updated as often as necessary at least once a term.

On occasions some pupils will need to be restrained. This restraint will only be used in extreme circumstances where a pupil has to be restrained in order to be prevented from harming either themselves or another pupil/member of staff.

Positive handling should be undertaken **as a very last resort** and only where there is a **real risk of injury to self or others**.

Any pupil at risk of needing **positive** handling **must** have had a Behaviour Risk Assessment and Positive Handling Plan form completed, in accordance to the guidance given.

In some cases we may need to contact outside agencies such as the Educational Psychologist, C.A.M.H.S./C.F.C.S, Behavioural Support Team or other external sources to advise us how to manage certain behavioural difficulties. We need to work closely with parents in this situation and greatly value their support. Pupils in danger of exclusion will have an Individual Behaviour Plan (IBP) set up for them where professionals and parents can work together to share any difficulties and work out a programme of what to do next to support the pupil in behaving appropriately. Counselling or a mentor may also be used to work with pupils who are experiencing emotional difficulties.