

Behaviour Policy

Introduction

In September 2012 Ofsted reported that the behaviour and safety of pupils are outstanding. They explained why:

- The pupils develop exceptionally positive attitudes to learning and often exemplary behaviour. These are nurtured in the Early Years Foundation Stage and built upon across the rest of the school. The youngest children learn to work together cooperatively by sharing tasks and resources, attributes which stay with them as they get older.
- Pupils work and play happily together, and develop trusting and lasting friendships with each other. They are kind and considerate. Newcomers are able to settle in quickly because the school's values are lived out by pupils on a daily basis, and through support from others in their classes.
- Pupils trust staff and are confident that their concerns will be handled sensitively. Detailed records are analysed showing bullying and racist incidents are few and far between, and dealt with quickly and effectively. Teachers and support staff manage pupils with behavioural needs well so that their learning is not disrupted and does not disturb others.
- Pupils say how safe they feel in school, which is a view supported by their parents and carers. Pupils learn how to identify and deal with risky and potentially dangerous situations.. They are also very clear about road safety and how to keep themselves safe on the internet.

All staff, every day work tirelessly to ensure that this report remains true. Parents, over the years, as evidenced in questionnaires letters, sent out every 4 years and annual report response, share a similar view to Ofsted.

Parental confidence is built on what they see and what they hear. When in school, parents witness the calm and purposeful atmosphere and the way that children interact with each other and with adults. Parents know that teachers and senior management are accessible and that they will be kept informed of their children's welfare and personal development. Communication is critical in building confidence and partnerships between home and school. A stable core staff team is part of this success, as is the large number of families who have attended the school for generations. This is the foundation on which our school community is built. New staff and families have enabled the school to grow, making their own contribution, enriching and strengthening our living community.

North Primary School and Nursery is a mini society within the community, with its own set of rules. Although some of these rules may be the same as those outside school, how they are applied may vary, for example in response and consistency of application. But the one thing these school rules have in common with those outside, such as within families and clubs, is boundaries.

Children need to learn what the boundaries in school are and how rewards and sanctions will be applied and that they will be applied consistently. This may well vary from what they experience outside of school. Nevertheless with clear, consistent, firm and fair guidance they will learn how to meet expectations within the school.

The Policy

North School is a safe environment in which everyone will have equal opportunities to develop and learn to act as responsible citizens, having high esteem and respect for each other.

To achieve this aim every member of the school community needs to take responsibility for safeguarding everyone's rights.

There are three rights:

- 1. The right to feel safe.**
- 2. The right to respect.**
- 3. The right to learn.**

These rights are non-negotiable

Setting and Achieving High Expectations

Appropriate behaviour is taught and discussed in the classroom, in assembly, in circle time, by the school council and by constant reference to the rights, rules and expectations, particularly when giving instructions. Routines for movement around the school, lunchtime and playtime and classroom organisation are taught and implemented with positive reference to what is acceptable behaviour.

All classes will have agreed a set of class rules. These rules will be implemented by each teacher using a classroom reward system. Systems may vary; what will not vary is the consistency of application. Whatever systems teachers employ these systems must:

1. Be understood by all children.
2. Be understood by all support staff (who may work in more than one classroom).
3. Aim to guarantee the three rights by reinforcing individual responsibility.
4. Be applied consistently always.

Rewards

Our aim is for all our children to be independent learners, able to take total responsibility for their actions. We believe that children should want to behave appropriately because that is intrinsically good. However it is important to promote and encourage desired behaviour so rewards are used to encourage children to acquire the necessary skills and develop the appropriate attitudes.

Good Citizens awards are presented in a whole school assembly every Friday. Every teacher nominates children in their own class who have made a positive contribution to the school community. The Midday Assistants nominate one infant and one junior child too. The ultimate accolades are the **Governors Awards**. These are presented at the end of each term.

Tea Party

Through the year there will be Tea Parties in the Head's office for children nominated by their teachers for an outstanding and sustained commitment to their work. Their parents will be invited.

Sanctions

Despite good organisation and routines, there are children who find it very challenging to always meet our high expectations.

Staff will deal with unacceptable behaviour in a variety of ways in accordance with the nature of the behaviour and the age of the child.

Again, the key to effective classroom management is the consistency of application. Children will always be told the consequences of acceptable and unacceptable behaviour. The key to the effective use of sanctions is the certainty of application, not its severity.

If a child does misbehave we condemn the behaviour and not the child.

Generally the Class Teacher will take appropriate action, which will be effective. If it is not, more serious action will be taken. This may involve the withdrawal of playtimes, or the involvement of senior staff and parents.

All serious incidents are recorded in the Behaviour Incident Book, which is kept in the Head's office.

Playtime Detentions

In the juniors, if a child breaks class rules repeatedly then playtime privilege may be withdrawn. Key Stage 2 teachers have a duty rota to cover the detention periods. Parents will be informed if a child is serving detentions repeatedly.

Parental Involvement

Home-School partnership is always our aim for all aspects of school life. Whatever the problem, when home and school work together children are most likely to respond positively and take responsibility for their actions. In this way we can help children who need support to gain confidence and become more assertive and we can help children who need more guidance and support to meet our expectations.

Outside Agencies

We are able to draw upon the expertise of professionals in other agencies to help us with children whose behaviour is a cause for concern.

The Behaviour Support Team can give advice, supply us with staff to help devise and train our staff to implement behaviour plans and send a home liaison worker to help at home with particularly challenging behaviour.

We have an Educational Psychologist who can provide us with ideas and strategies for developing individual behaviour plans.

Lunchtimes

During the lunch break every day the children have the freedom to choose what they do. For this period they are supervised by Midday Assistants (MDAs). The MDA team aim for this time to be enjoyable for everyone. To this end, a range of activities are provided, partly funded by the N.S.A. and rotas are set up to ensure fair use of space and resources.

The School Council review playground rules each year. Every pupil is involved in this process.

Children themselves like to make a contribution to the quality of the lunchtime play experience. Older children run clubs and some are Playleaders. Playleaders are recruited following a formal process including the writing of a letter of application and an interview. Playleaders receive training.

MDA's reward good behaviour through praise and stickers and by nominating children for Good Citizens' Awards.

MDAs apply sanctions appropriate to the unacceptable behaviour.

Communication is critical. MDAs keep a personal log of incidents as they occur, report to the Senior MDA at the end of lunchtime. She then informs teachers and/or the Headteacher accordingly.

A senior member of staff is available at all times during the lunchbreak.

Other Teachers

There are many times, regular and occasional, when classes or groups of children are taught by other adults. For example, supply teachers, music teachers, P.E. teachers and sports coaches. School Policy on behaviour management and guidance on individual children is provided in the form of a handbook. The teacher or coach will be advised by the classteacher or a member of the senior management team of any necessary information regarding class, group or individual behaviour plans. This conversation will also include any relevant health information.

Citizenship

We aim for children to take responsibility for their own actions. We nurture a sense of community and shared responsibility. Teachers use circle-time to explore the key issues that we need to address to guarantee the three rights for everyone. Central to this work is how we prevent bullying by preparing children to be assertive and supportive, and also what they can do if bullying does occur.

Bullying

Bullying can be verbal. Bullying can be the threat of physical harm. Bullying can be physical harm. Whatever form the bullying takes, what characterises the behaviour as bullying is the persistence of the offence – against one targeted child or repeated behaviour against many children.

When bullying is observed or reported swift action will be taken to ensure it stops immediately. Both sets of parents will be informed. The victim will be given advice and support. This support may last for a number of weeks and will be designed to ensure the victim has key staff and pupils who will help him/her overcome the difficulties experienced. The bully will be punished. The bully will also be given clear guidance on acceptable behaviour and clear expectations for conformity. The bully's behaviour will be monitored closely.

Racist Incidents

There is a clearly defined procedure to be observed when dealing with racist incidents. Staff follow the school's Racial Equality and Cultural Diversity Policy and refer to the School's Anti-Racism co-ordinator, the Headteacher.

Cyber Bullying

A recent phenomenon, "cyber bullying" takes place on the internet in chatrooms and on mobile phones. Children in Years 5 and 6 are taught about the responsible use of technologies, offering guidance on personal safety and responsible use. At the start of the academic year teachers include this information in their parent meeting and newsletter, repeated in the Spring and Summer terms. All year groups are spoken to about E-Safety.

Individual Behaviour Plans

If a child is unable to achieve the high standards of behaviour expected then after structured conversation with parents an individual behaviour plan will be implemented. This plan will target desired behaviours and provide rewards for achievement. These systems are most effective when desired behaviour in school results in rewards at home.

This intervention would place the child on the school's register of Essex Stages of Assessment. The child will come off the register when all targets have been achieved and behaviour can be managed effectively by the class reward system.

Yellow Card

If a child's behaviour is a serious concern then parents will be informed that their child has been placed on "Yellow Card" Report. This will require the child to report to a senior member of staff throughout the day to ensure the desired behaviour is achieved. The Yellow Card is designed as a deterrent, a punishment and a tool for helping the child improve his or her behaviour. Once the child is achieving the targeted behaviour regularly, the Yellow Card will stop.

Red Card

If the Yellow Card is ineffective, the child will be placed on a "Red Card" report. This will require the child to report to the Headteacher throughout the school day.

There may be occasions when a particular incident will result in a child being placed immediately on a red card report without having been placed on yellow card report previously.

Exclusions

If the Red Card is unsuccessful then it may be necessary to exclude the child for a fixed-term period (ranging from a day to 15 days) or to exclude permanently.

There may be occasions when a particular incident will result in a child being excluded without having being placed on red card report.

Restraint

Of the three rights, safety is the most critical. There may be times when a child's distress or anger is putting the safety of others at risk or maybe is a risk to itself. On these occasions swift but careful intervention is required. If all other strategies fail then physical intervention will be used. There are guidelines produced by the local authority on the use of physical restraint (*Guidance on the use of Physical Intervention In Education Establishments*). The need to use restraint has increased in primary schools in recent years.

The school has produced a physical restraint policy in accordance with this guidance. (Appendix A).

Monitoring and Review

Standards of behaviour are monitored constantly by all staff. Management of behaviour is discussed daily between the Senior Midday Assistant and the Headteacher and regularly by the Senior Management Team. Appropriate action is taken.

The Governors' Curriculum Committee will monitor the Behaviour Policy and the Restraint Policy annually.

Date of review: March 2017

Physical Restraint Policy

The Legal Aspect

Legal advice about the use of physical restraint indicates some key principles that, whilst each case will be seen on its own merits and circumstances, the following will be taken into account as appropriate:

- It should clearly be a last resort.
- De-escalation should have been attempted, except in a real emergency.
- The action(s) should be able to be seen as reasonable in the circumstances.
- The action(s) must be proportional to the circumstances and not excessive or inappropriate.

When using physical restraint, the following must be considered:

- The degree of force required
- The intention when using force
- How actions will be perceived

What is reasonable force?

There is no legal definition. There are three considerations:

- The use of force can only be regarded as reasonable only if the circumstance warrants it. Therefore force could not be used to prevent a pupil from committing a trivial misdemeanour.
- The degree of force must be in proportion to the circumstances and should always be the minimum to achieve the desired result.
- Account must be taken of age, understanding and sex of pupils.

When can reasonable force be used?

Before force of any kind is used the teacher should, where practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. Every effort should be made to have another staff member present and involved to ensure that any action is safe.

Where necessary reasonable force can be used to control or restrain pupils, and physical contact with pupils may also be necessary in circumstances such as:

- A pupil attacks another pupil or member of staff
- Pupils are fighting
- A pupil is risking injury or damage, by accident or rough play, by mishandling dangerous materials or objects.
- A pupil tries to leave school during the day.
- A pupil persistently refuses to obey an order to remove themselves from a designated area.

A number of key staff receive safer handling training and this is revised annually.

Reporting and recording incidents

When a member of staff has had to use any force in dealing with a student the incident should be reported to a senior member of staff and a written account given to the Headteacher within the same school day. This will help to prevent any misunderstanding or misrepresentation of the incident. Forms are kept in the blue folder in the office.

Guidance and Clarification for staff

- Before using any force or making physical contact with a pupil consider all other alternatives.
- Be aware that your actions may be misinterpreted by others.
- Wherever possible, have another person (preferably an adult) present when physical contact is required.
- Never use physical restraint when you are angry.
- Speak calmly and explain what you are doing.
- Use physical restraint as a last resort action
- Think of other ways.

Appendix

Legal Briefing on the Use of reasonable Force in Schools

Date of Review: March 2017