



Behaviour Policy

Introduction

The current OFSTED inspection report [available on this website] made these judgements on the behaviour and safety of our pupils -

- You have sustained the strengths identified in the behaviour and personal development of pupils at the time of the previous inspection.
- Pupils are safe and happy at school. They are polite and show respect not only to adults but also to one another. Pupils and staff are proud of their school and the work they do together.
- Classrooms are calm, orderly and purposeful. Pupils are keen to do well and put effort into their work.
- Parents responding to the Ofsted survey, Parent View, are very positive about the school and its educational provision. They particularly praised the school's ethos and the way in which it cares for and supports individuals and families. This is encapsulated well in the following comment from a parent: 'The school is very inclusive and teaches the children to respect others and be kind and compassionate.'
- Leaders promote a culture of care, and staff are vigilant about pupils' welfare and safety.

These findings complement and further reinforce the positive comments from the previous Ofsted inspection in 2012, demonstrating a consistently high bar being set by pupils, teachers and school leaders at North School.

In March 2019 the school achieved the *Rights Respecting School Silver Award* [full report available on this website]. The report noted that, "North's inclusive and caring ethos is underpinned by a culture of respect."

All staff, every day work tirelessly to ensure that these findings from these report remains true. Parents, over the years, as evidenced in parent questionnaires, share similar views.

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 and be 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.

At the start of every year all classes will have agreed a class charter which will be on display for all to see. 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.

All adults, including parents, should model desired behaviours at all times on site and in close proximity to the school.

Behaviour of Parents and Family Members

The school recognizes that there may be times when parents feel angry or upset. Staff will always do their best to make themselves available to listen to and address parental concerns but these conversations must always be conducted in a mutually respectful atmosphere. Violence, threatening behaviour or abuse will never be tolerated.

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 which may include the involvement of senior staff and parents.

Serious incidents are recorded in the Behaviour Incident Book, which is kept in the Head's office [see Appendix A]. This will be monitored on a termly basis by a nominated member of the Governing body and reported to the Curriculum Committee.

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 Specialist Teacher 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 access, albeit limited, to an Educational Psychologist who can provide us with guidance 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. Proportionate sanctions will be applied to the bully. The bully will also be given clear guidance on acceptable behaviour and clear expectations for conformity and a programme of support would be put in place where appropriate. The bully's behaviour will be monitored closely.

Cyber Bullying

Every term all children are taught about the responsible use of technologies, also offering guidance on personal safety. This guidance is shared with parents through meet the teacher meetings and termly newsletters. The school website provides key information to help parents.

If children bring mobile phones to school they are handed in at the start of the day and kept secure. Staff will inform parents if incidents of inappropriate or unlawful activity on social media are brought to their attention.

This is one example of children's behaviour that has occurred outside of school being a legitimate area of concern to staff.

Cases of Bullying will be recorded in the Bullying Incident Book.

Behaviour Outside of School

All children are ambassadors for the school. Whether in or out of school uniform, children's behaviour reflects on the school, positively and negatively.

Children will be spoken to by staff if there are concerns that their behaviour out of school falls short of our expectations and/or the behaviour influences how another child may feel

about being in school. The parent will always be informed of the outcomes of these conversations.

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.

Consistent Management Plan

A number of the children may have identified and diagnosed needs which make it difficult for them to cope with the demands of a busy school and conform to the high standards of behaviour expected. These CMPs – agreed with parents, and often with the involvement and guidance of specialist teachers – will identify how the day is adjusted and support provided to ensure the child can achieve success and ensure other children's rights are respected.

Please note – a diagnosis is not an excuse for dangerous behaviour. If a child cannot self regulate to respect the 3 rights then teaching provision needs to address this in order that the three rights are enjoyed by all.

Yellow Card

If inappropriate behaviour becomes frequent, regularly affecting other children's rights to learn then it may be necessary to place that child 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 sanction and a tool for helping the child improve his or her behaviour. Parents will be informed and these systems are most effective when desired behaviour in school results in rewards at home. Once the child is achieving the targeted behaviour regularly, the Yellow Card will stop.

Red Card

If the Yellow Card is not successful, the child will be placed on a "Red Card" report. This will require the child to report to the Headteacher throughout the school day. Completion of a successful period will de-escalate the card from red to yellow until the child can consistently respect class and school rules.

Exclusions

Exclusions, particularly those that are permanent, will only be used as the very last resort. When making decisions, the headteacher will balance the needs of the individual with those of the school community. Where pupil behaviour places others at risk, the safety of the pupil body as a whole cannot be compromised.

Exclusions – fixed term

There are occasions when a behaviour incident may be so serious that a fixed term exclusion may be issued. This decision is confirmed in writing. Parents have the right to appeal to the governing body if they wish to challenge the decision. A successful appeal does not prevent the exclusion from being served but it does remove the exclusion from the child's record.

Exclusions – permanent

Ultimately, a decision may have to be taken to exclude a child permanently from the school. Parents have the right of appeal to overturn this decision. The appeal procedure is explained in the notice of exclusion letter.

All exclusions are recorded in an Exclusion File kept in the headteacher's office. These are monitored by the Curriculum Committee.

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 is guidance produced by the local authority [*Safe Practice for Schools - understanding and supporting behaviour, including the use of restrictive / non-restrictive physical intervention (Autumn 2019)*] A copy of this document is also on the website The school has produced a physical restraint policy in accordance with this guidance. (Appendix B). There is also formal training provided for certain staff.

Searching a Child

School staff have the right to carry out a search of a child if there is a concern that they have about their person or in their belongings an item that does not belong to them or poses a risk to the safety of others.

This search would be conducted by a senior member of staff. The compliance of the child would be sought. If that is not forthcoming, parents will be informed of the situation, the child will remain with a senior member of staff, kept in isolation from the rest of the school community until a family member arrives to complete the search.

Malicious Accusations Against School Staff

Allegations made by a child against a member of staff will be taken seriously and procedures contained within relevant safeguarding, child protection and personnel policies will be followed.

If an allegation of misconduct is found to be malicious proportionate sanctions will be applied and the parents will be informed. The member of staff will be informed of this outcome and an assessment will be made of the impact the allegation and investigation had on their wellbeing. A support plan will be actioned if required.

The member of staff will have been advised, when first informed of the allegation, to seek the advice of their professional association and/or union.

Disciplinary action that will be taken against pupils who are found to have made malicious accusations will be determined by the headteacher and identify the pastoral care available to staff accused of misconduct.

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.

Appendix A

Behaviour Incident Book

This book will record incidents that involve physical or emotional harm to another which are serious enough to consider exclusion from class, playground or school.

i.e. violent conduct
 verbal abuse of staff
 serious verbal abuse or conduct intended to cause distress to pupils
 vandalism

Incidents involving children on the SEND register may have a separate log kept by the classteacher and monitored by the SENDCo so that provision can be revised in a timely fashion.

Racist incidents will be logged in the Racist Incident file, following LA guidelines.
(all racist incidents should be reported to the Head.)

All incidents logged will require parents of victim and perpetrator to be spoken to by a member of staff.

Each incident should include detail following the ABC approach.

Include detail of evidence to corroborate incident. e.g. admission; observed by staff; independent accounts from victim and other children

Senior Manager should sign log.

Teachers must keep records of conversations held with parents regarding incidents.

Senior Managers must be informed if there are parental concerns and if behaviour is repeated.

Appendix B

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.