

Lewknor Church of England Primary School

Behaviour Policy

September 2016 – Review September 2017

In the context of Christian belief and practice we aim to create an environment where:

- positive relationships are maintained and valued by all members of the school
- our bodies, feelings and possessions are treated with respect
- everybody is valued, included and listened to
- we all feel safe, secure and confident
- we are enthusiastic about learning, and feel positive about our achievements and those of others
- problems are acknowledged, discussed and dealt with quickly and positively
- everybody is treated equally and with fairness

To promote positive behaviour we will:

- make our expectations of acceptable behaviour clear to everyone
- foster a sense of pride in Lewknor Primary
- model the high standards of behaviour we want to promote through our relationships with children, parents and all members of staff
- endeavour to build positive relationships with all our pupils and never hold grudges
- help children to manage strong feelings such as anger, frustration and anxiety and to persist in the face of difficulties
- support children to make and sustain friendships and to resolve conflict effectively and fairly in order to feel safe in school
- encourage a sense of self-discipline and responsibility for one's actions
- ensure classrooms and staff rooms are kept well-organised and tidy
- celebrate and reward positive behaviour i.e. 'deliberately catch people being good'
- ensure that classes are collected promptly from the playground
- treat all children fairly (this does not necessarily mean that all children are treated exactly the same)
- make adaptations to support children with particular learning, social and behavioural difficulties
- allow children to make a fresh start each lesson
- ensure lessons are appropriately differentiated so that all children can access the learning
- encourage children to compete fairly and to win with pride and lose with dignity

Organisation

Guidelines for behaviour, both in the classroom and the playground are discussed and negotiated with the children in each class at the beginning of each academic year. The rules and procedures should be consistently applied and enforced. They should be positively stated telling the children what to do rather than what not to do.

The School Rules:

- Respect each other (staff and pupils)
- Respect our school and be responsible - look after facilities and equipment
- Have pride in our work and always try our best
- Be sensible and safe
- Listen (to) and include others. Consider others always
- Be honest
- Keep safe

- Be positive and have fun

Each class holds regular discussions or circle times to teach children how to value themselves and each other. These include opportunities for:

- children and adults to discuss specific problems
- discussion of general issues, often as part of the PSHCE curriculum (Personal, Social, Health and Citizenship Education)
- negotiation and reinforcement of class guidelines for behaviour

Personal, Social, Health and Citizenship Education (PSHCE) teaching, which follows the SEAL (Social and Emotional Aspects of Learning) framework, is a vital part of the school's curriculum. This encourages awareness of our own feelings and feelings of others, and models positive strategies for dealing with difficult situations. Daily collective worship also promotes positive behaviour.

All members of staff receive regular training on positive behaviour management strategies.

Behaviour management and any incidents of bullying (see anti-bullying policy) are regular items on the agenda for whole staff meetings in order that everyone is informed as to what has been recorded and about any action that has been taken.

Adults are expected to maintain high expectations of pupils' behaviour. For example, we insist on being silent and not just quiet; we insist that everyone responds when "speaking" and "listening" has been used. These expectations apply to all children.

Rewards

We actively promote positive behaviour and we believe that rewards have a motivational role helping children to see that good behaviour is valued. The commonest reward is praise to individuals and groups. Rates of praise for behaviour should be as high as for work.

Children are rewarded for good behaviour through SMARTs in Friday assemblies. These refer to positive relationships and actions rather than activities such as tidying up. The SMARTs encompass every area of learning and associated behaviours. The SMART areas are: Word, Number, Nature, Picture, Body, Technology, Sacred, Practical, Self, People and Music.

Our School Council has agreed the following rewards, to be used as appropriate by adults in school:

- Golden Time (with different activities in each room)
- Table points
- Certificates
- Individual stickers
- A Star Person award for each class - this may be a certificate or small prize in class
- House points accrued over the year
- Headteacher awards and certificates

Parents should also be kept informed of incidents of good behaviour.

The aim of interventions is to return the child to task quickly and unobtrusively as possible. Take-up time should be allowed, and secondary behaviour ignored but followed up quietly later.

Sanctions

Sanctions are intended to give children time to reflect on and adjust their behaviour. It must be clear why the sanction is being applied. We believe it is the certainty and consistency of the sanction that matters, not the severity. It should be the behaviour rather than the person that is punished. Group

punishment should be avoided as it breeds resentment. **We never use put-downs or sarcasm when applying a sanction. Adults should never shout at a child unless it is to get a child's attention in an emergency situation.**

Low level behaviours which are considered unacceptable include:

- Talking when someone else is speaking
- Fiddling
- Answering back
- Muttering
- Whistling
- Humming
- Huffing
- Pulling faces

In cases of mildly disruptive and undesirable behaviour the following consequences have been agreed by pupils and are as follows:

- Pupil to spend time in the reflection room with an adult to discuss and reflect on their behaviour
- Pupil to fill out a reflection form
- Apologise to others
- Golden Time to be forfeited by the individual
- Time out
- Write a letter of apology

Children should be given rule reminders, relating to their behaviour and should know the consequences of their continued bad behaviour.

On rare occasions where there has been an incident of extremely poor behaviour e.g. repeated swearing or endangering the safety of others, the Headteacher may decide that a child needs an extended period of time away from his / her class to reflect on their behaviour. This is known as an internal exclusion and during this time a child will work away from their class with adult supervision. The class teacher will be expected to provide an appropriate pack of work for the child to complete during this time. On very rare occasions, the Headteacher may decide that a child needs either a fixed-term or permanent exclusion from the school.

Children with Specific Behavioural Difficulties and Pupil Profiles (see Appendix)

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of different reasons. We work from the philosophy that we **achieve fairness by meeting each child's individual needs rather than by treating every child the same**. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the behaviour.

In some cases, it may help the child if they have individual targets in a pupil profile. These targets are based on a wide range of evidence gathering including observations of the child in class, discussions with families, consultation with external agencies and behaviour checklists in the 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' documents provided by Oxfordshire County Council. Such plans are usually prepared by the class teacher and the child in consultation with the SENCo and the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made.

Our overall aim in this process is to produce a happy, safe and secure environment for all children. We want them to be valued as an individual and for the child to take responsibility in managing their own behaviour. Teachers have the right to teach and children the right to learn.

Partnership with parents

We believe that the partnership between parents and school is crucial to building trust and developing a common approach. Parents have an important role to play in securing the appropriate behaviour of their child at school and expectations are laid out in the Home School Agreement.

Appendix

Use of Reasonable Force (advice from DfE, July 2013)

Introduction

It is important for schools to maintain a caring, welcoming ethos which establishes a safe, secure and stable environment to enable pupils to grow, develop and learn.

The majority of children do not behave in an aggressive or violent way. They attend school in an environment which is conducive to learning. For children who present challenging behaviours, redirection, diffusion, prevention and avoidance are the first tools in managing violence and will tend to make control and restraint unnecessary in many situations. However, there may be occasions when the use of force or positive handling is appropriate and necessary. For this reason there is a duty on all schools in England to have a policy to reflect this practice. This policy is best placed within the school's discipline or behaviour policy.

Good practice in schools should involve pupils in examining and discussing the implications of behaviour that would require staff intervention. Staff should have the opportunity to examine issues of discipline, care and control, and methods of dealing with difficulties should be shared.

This guidance acknowledges that situations will arise for school staff in which the use of force may be required in dealing with conflict when other measures have failed or staff are taken by surprise.

Principles

It is essential that the physical management of pupils:

- is seen as a rare occurrence and as a last resort
- seeks to ensure the safety of other children and staff
- is part of a whole school behaviour policy
- is not used to discipline or punish children

The foundation of good practice in this area is based on:

- good relationships between staff and pupils
- the positive promotion of good behaviour
- clear procedures and processes, which are reinforced inside and outside the classroom
- clear recording of all incidents
- effective links with parents
- effective links with other appropriate agencies

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

- Schools do not require parental consent to use force on a student.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

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

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.