

PROMOTING POSITIVE OPPORTUNITIES FOR ALL

BRIGHSTONE C.E. **PRIMARY SCHOOL**



Behaviour Policy including Behaviour principles written statement

Date Agreed: 7th March 2017

Review Date: March 2018

Signed: Diana Nicholson
Chair of Governors

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	March 2016	KH	FGB	
2	March 2017	JW	S&P	Updated

All the governors and staff of Brighstone CE Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

1. Introduction

This policy is for and written in collaboration with the pupils, staff, Governors and community of Brighstone CE Aided Primary School.

Our School provides a Christian education underpinned by the example of Jesus and His teachings and values. Our distinctively Christian ethos and inclusive foundation underpins this commitment and this policy reflects our vision aims that we all “learn to love and love to learn.”

This Christian values of love, respect and courage are discussed and taught continuously throughout the year and are reflected in our dealings with pupils, staff, parents and the wider community.

2. Rationale

We at Brighstone Primary School, seek to promote high standards of behaviour where consideration is given to the safety and feelings of others and everyone is treated with respect. We believe that a consistent caring code of behaviour and discipline provides an environment in which the whole school community can develop their full potential without fear or threat from others. Reconciliation and forgiveness are key elements in our life together. We seek to care for, encourage and accept each other, but on those occasions where we fall short, there is always an opportunity for everyone to make a fresh start.

3. Principles

At Brighstone Primary School, we believe that:

- **All** members of the school community (parents, staff, governors and pupils) have an important role to play in securing appropriate behaviour.
- An orderly, structured environment with a positive ethos is fundamental to raising standards of achievement and social inclusion.
- Teachers and staff have a right to teach and be in school without threat, fear or significant disruption.
- Pupils have a right to learn and be in school without threat, fear, menace or significant interruption.
- Staff have access to advice, support and training to develop the skills and confidence to carry out their responsibilities effectively.

- Effective partnership between parents, school and professional agencies is essential for implementing, co-ordinating, monitoring and evaluating whole school behaviour and discipline policy.

4. Aim

That all children, parents, Governors understand and abide by the School Management of Behaviour Policy

To achieve this aim we will:

- Provide a clear statement in the School Prospectus regarding the expectations of children's behaviour.
- Implement a meaningful system of rewards and sanctions which are considered by children, parents and teachers to be effective in promoting acceptable behaviour.
- Promote self-discipline through a positive approach.
- Make children aware of rights, respect and responsibilities
- Provide clear guidelines for all adults working in school regarding
 - expectations of children's behaviour.
 - organisational procedures (e.g. playtimes etc.)
 - safety rules.
 - rewards and sanctions with relevant feedback.
- Make rules and expectations available to parents.
- Involve the children in the decision-making process through the organisation of an elected school council.
- Provide support mechanisms for those children who find consistent good behaviour difficult to achieve, as well as for any child who may be made unhappy by another child's unacceptable behaviour.
- Use a standard procedure for recording, reporting and dealing with children's behaviour.

REWARD AND SANCTIONS SYSTEM:

We believe that consistency across the school and communication are key factors in promoting positive behaviour. Therefore, at Brighstone we will ensure that any reward and sanctions will have a similar theme across the school, be fair and applied consistently. Parents and children will be informed of any rewards given and according to the severity of the behaviour the sanctions that have been issued.

Rewards

Individual classes will create their own reward system, suitable to the age and needs of the cohort, based upon the following guidelines:

Positive behaviour, demonstration of good manners, improved attitude towards learning as well as progress in learning will be celebrated in the following ways:

- Verbal praise by class teacher or another adult.
- Written praise and feedback in books or on work.
- Individual points awarded which once accumulated may be put towards a special privilege, (these may look different in each class according to age but will be decided upon by the children at the beginning of the year).
- Child sent to another class to celebrate achievement.
- Child sent to Deputy or Head Teacher for special certificate.

- Child's name placed in Golden Book and praised in Golden Assembly

Sanctions

There are many different types of disruptive or challenging behaviour that may be observed in the classroom and in school. Each should be dealt with on an individual basis, taking all factors into consideration, according to the guidelines below. However, there is a clear and progressive order of sanctions for:

Low-level disruption.

At play/lunch time/class time: Interrupting or spoiling a game, taking a ball/toy away from another child, not letting anyone else play with equipment, using equipment inappropriately, inappropriate talking, disturbing others through moving around or taking rubbers/pencils without need, time wasting and off task.

- Initial eye contact or reminder to return to task.
- Verbal reminder, touch table and walk away.
- Visual warning - yellow card/name on board (KS2) or picture moved to cloud or sad face (KS1) (as age appropriate)
- Repositioning in class or play area to another table or zone.
- Removal to time out area outside or 'chill out chair' within class.
- Loss of playtime/lunchtime or special privileges.

These incidents of behaviour will be dealt and monitored by all staff and recorded. Record sheets will be given to the Deputy Head at the end of each week and if there is a pattern noted of consistent low-level disruption the Deputy Head will discuss with the child's class teacher appropriate behaviour management and further sanctions which may include a discussion with parents.

Medium-level disruption.

Play/lunch time/class time: Continuous disruption of the game, disobeying staff's requests or instructions, raised voices in an argument with another child, pushing or barging in aggressively, repeated disruption, inappropriate talking, refusal to stay on task, inappropriate use of equipment, answering back of mild rudeness.

- Loss of playtime/lunchtime/after school club/privilege e.g. representing the school for a football match
- Removal from class, sent to another class for a short period, for which parents should be informed at the end of the day and record made on SIMs
- Child given a daily report card. (KS2)

These incidents will be reported to the Class teacher or Deputy Head Teacher and Head Teacher verbally and the incident recorded on the incident form which should be given to the Class teacher/Deputy and discussed at the Senior Leadership Meetings. It will then be decided if parents need to attend a meeting with the Deputy Head Teacher or Head Teacher to discuss further action and behaviour management for their child.

High-level disruption/ physical violence/ bullying/ abuse

There are some types of behaviour that will need to by-pass the sanctions above, these include: bullying, fighting, swearing, hitting out at staff, shouting and abusive remarks, throwing equipment and purposely breaking it, using equipment as a weapon or destroying school grounds or any behaviour where the adult in

charge considers that the child, other children or themselves may be at risk of harm through verbal or physical assaults. Children demonstrating this behaviour should be if viable, removed from the situation and reported straight away to the Deputy Head Teacher and Head Teacher who will remove them if necessary. (See Physical Restraint Policy) The exclusion policy may then be considered. The incident should then be recorded by all members of staff in detail and signed, dated and filed in the school incident and behaviour folder.

- Deputy Head Teacher or Head Teacher will remove child from classroom or play area and placed in a secure room.
- Parents informed and asked to attend to the school
- Behaviour plan established
- Loss of privileges e.g. access to clubs/playtime for a sustained period.
- Parents of affected child informed that sanctions have been put into place.

The Exclusion Policy and procedures may apply but only the Headteacher or, in his/her absence, a senior teacher acting with her authority (at Brighstone CE Aided Primary School the Deputy Head Teacher - Susan Pugh), can exclude a pupil from school. A decision to exclude a pupil will be taken only:

- in response to serious breaches of the school's discipline policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The Chair of Governors will be kept informed during this process and if a decision is made to exclude they will be contacted.

Parental Involvement

As part of the ethos of the school parents are kept fully informed of the life of their child at Brighstone. This is achieved through regular meetings and termly reports. Where particular incidents of concern occur, involving unacceptable behaviour and/or bullying parents of all the children concerned will be informed. Records of any discussions between members of staff and parents will be made and kept in the Behaviour Incident File.

Summary

Whilst behaviour is of a high standard throughout the school, we believe that one case is one case too many and that it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

It is the responsibility of **all** staff to be aware of the expectations outlined in this policy. It is the responsibility of the Head Teacher and Governing Body to ensure the Policy is being implemented throughout the school and reviewed annually.

Persistent, High Level Disruption or Behaviour or Bullying may result in a child being Excluded from school. This will always be as a last resort.

Appendices

- Appendix 1 – Physical Restraint Policy and Guidance
- Appendix 2 – Violence and Harassment at Work
- Appendix 3 – Pupil Behaviour on School Transport
- Appendix 4 – Incident Report Forms

Appendix 1 – Physical Restraint

Guidelines

All schools are required by the DfE to have a policy on the use of force to control or restrain pupil. The Education Act 1996 (Section 550A) allows teachers to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the School

What is physical restraint?

- Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will.

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities.

There are other situations where physical contact may be necessary, e.g.; demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

- It is a procedure for dealing with an unsafe or crisis situation

It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation

Deliberate use of physical contact to punish a pupil, cause pain or injury or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation

Parents should be given the opportunity to participate in discussions about the School's policy on behaviour, discipline and restraint procedures so that they are fully aware of the actions that may be taken if their child is involved in an incident.

Implementation

The Head Teacher other than herself, will authorise the Deputy Head to use reasonable force to restrain pupils. Where it is known, or anticipated that a pupil's behaviour might require physical control or restraint a specific plan will be drawn up, included in a pupils Individual Education/Behaviour Plan (I.E/B.P.) and communicated to all involved (parents of the child, staff members and the pupil).

Three broad categories are described where reasonable force may be used:

- In self-defence, where risk of injury is imminent
- Where there is a developing risk of injury or significant damage to property
- Where good order and discipline are compromised

Action in Self-Defence or an Emergency

Everyone has the right to defend themselves against an attack as long as the degree of force used is not disproportionate to the risk. Similarly, it would be appropriate to intervene if the pupil was putting him/herself at risk or injury or was likely to cause injury to others.

Examples:

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is causing, or at risk of causing, injury or damage by rough play or misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way in which an accident likely to cause injury to themselves or others might occur
- A pupil absconds from class or tries to leave School. (This would only apply if a pupil could be at risk if not kept in the classroom or School).
- A pupil persistently refuses to obey an instruction to leave the classroom/other area
- A pupil is behaving in a way that is seriously disrupting learning

Using Reasonable Force

What is reasonable is dependent upon the circumstances of the incident. Force can be considered reasonable only if the circumstances of the particular incident warrant it. Any force used should be the minimum required. The age, understanding of the pupil should also be considered.

Minimum force should only be used and never as a punishment. Physical force can take a number of forms, for example: Partial or Total Restraint.

Restraint can be:

- a) Partial – restricting and preventing particular movements
- b) Total – as in the case of immobilisation

Partial Restraint covers a wide range of techniques, which can be applied in degrees to meet particular circumstances. It may involve:

1. Physically moving a pupil from a situation where there is an imminent risk of a violent incident and where the pupil has refused to respond to a reasonable verbal request
2. Holding pupils to restrict their movements
3. Retaining a pupil in a confined area in order to prevent individuals or property being damaged. (It is illegal to lock a pupil in a room or cupboard, which they cannot leave of their own volition).

Total Restraint is where pupils are held in such a way, which prevents them from moving. This could mean a pupil being held on the floor. This is an extreme form of restraint and would be used only when an assault was being thought a serious risk to others.

Staff should be aware that for some pupils the use of physical restraint may act as a positive re-enforcer for their behaviour.

Practical Considerations

Abseonding – restrain only if the pupil would be at risk if not kept in School

Verbal Warning – communicate with the pupil throughout the incident

Remain Calm – control emotions; attempt to defuse the situation

Summon Help – it may be better not to intervene without support. Remove others at risk. Call the parents and police if necessary.

Application of force

May involve staff in:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding; pushing; pulling
- Leading a pupil by the arm
- Shepherding a pupil away by placing a hand in the centre of the back
- More restrictive holds (in extreme situations)

Staff should **avoid** acting in a way, which may cause injury to the pupil, e.g.

- Holding around the neck or by the collar
- Slapping, punching, tripping, kicking
- Twisting or forcing limbs
- Holding by the hair or ear
- Holding face down on the ground

Self-Management in a Crisis

- **Stay calm** – Anxiety is infectious
- **Voice** – Attempt to lower your voice, speak slowly and quietly
- **Giving Directions** – One person at a time
- **Suggestibility** – “Now don't bite anyone”, “don't break that window”
- **Avoid reviewing the incident in front of the pupil** – “Do you know what he just did...”
- **Personal space** – be aware of pupil's own personal space and reaction
- **Being appropriately assertive** – convey an expectation that they will comply
- **Avoid power struggles**
- **Humiliation** – be sensitive to the child's self-esteem

Eliminating Precipitating Events

- **Objects** – not wearing earrings or glasses
- **Relocate people**
- **Modify demands** – Delayed compliance/choice/depersonalising the issue

Interrupting the Behavioural Chain

- **Redirection**
- **Instructional Control** – “hands down”
- **Humour**
- **Active Listening**
- **Facilitated Relaxation**
- **Stimulus Change**

Physical Management

Last Resort (injuries to both staff and children)

RECORD KEEPING

All incidents of physical restraint must be recorded on an *Incident Report Form* and the report kept on the pupils file. The report should include:

- a) How the incident began and progressed including a description of the pupil's behaviour
- b) What was said by each party
- c) The steps taken to defuse/calm the situation
- d) The type of restraint used and with what degree of force, and for how long
- e) The pupil's response and outcome of the incident
- f) Injuries sustained by the pupil, another pupil, or a member of staff and any damage to property.

It is recommended that this report be written within 12 hours of an incident occurring, and that the pupil is checked by a member of staff independent of the incident to ascertain if injuries have been sustained.

It is always advisable to inform parents of an incident involving their child, and give them the opportunity to discuss it. The Head Teacher will decide whether to inform parents straight away or at the end of the School day, and whether this should be done in writing or orally.

Complaints Procedure

On receipt of a complaint the Head Teacher must record the complaint in writing if the parent has not already done so. They must then indicate that a full and detailed investigation will take place immediately. The complainant and the Chair of Governors will be notified of the outcome of the investigation as soon as possible.

SCHOOL POLICY – PHYSICAL RESTRAINT

1. The government has issued guidelines on the use of physical restraint in schools in order that school staff are aware of their position and responsibilities
2. This policy has due regard to the guidelines set out by the LA and the guidance issued by the DfE.
3. The School's Management of Behaviour Policy sets out the measures undertaken in school to promote good order and discipline. The school is also required to have a policy detailing its procedures in instances where physical restraint may be needed. This policy is shared with parents through the governors, the School website and the prospectus.
4. It is recognised that there are occasions when extreme situations arise and staff need to act in order to prevent injury or harm to people or property e.g. when pupils may be fighting. In such circumstances when pupils have failed to respond to verbal commands or requests physical intervention may be necessary. This is always used as a **last** resort. Parents will be informed where physical restraint has been deemed necessary as soon as possible.
5. Parents will be expected to be involved in devising and agreeing a suitable action plan where there is prior knowledge that their child may need to be physically held for their own safety and/or the safety of others or to avoid damage to property. The aim of the plan will be to bring about longer term change of the child's behaviour.
6. There are situations which arise naturally in teaching where physical contact is necessary e.g. demonstrating, gentle physical prompting, administering first aid or providing comfort to a distressed pupil. This does not constitute physical restraint.
7. The use of physical restraint is a procedure for dealing with or preventing an unsafe or disruptive situation arising. It is not used as a form of punishment and should not be seen as such.
8. As a School, it is our intention to avoid situations where physical restraint is necessary. It is our belief that a positive atmosphere and a school ethos with effective personal relationships go a long way towards addressing the need for such measures.

APPENDIX 2 - Violence and Harassment at Work

Checklist after physical or verbal abuse from a parent or parents or another person.

1. Write up your own account and obtain witness statements
2. Inform Head Teacher of the incident immediately and the police if appropriate
3. Contact the Local Authority. Notify them of the incident and discuss strategies to deal with the parent(s) should there be a return onto school premises
4. Complete a School Accident Report/Violence at Work report form
5. Head Teacher to inform the Chair of Governing Body
6. Visit your GP and put any injuries on file
7. If necessary, Head Teacher/Governors to send letters banning parents or other person from school premises **by registered post** or urge the LA to do this on your behalf.

APPENDIX 3 - Pupil Behaviour on School Transport

The safety of all passengers travelling on school transport to and from school is paramount. Brighstone CE Aided Primary believes that co-operation and regular communication between school, parents and drivers is essential for delivering and implementing safe practices.

All parents whose children have been accepted to travel on LA School transport receive an information booklet from the LA 'Conduct on School Transport'. Expected behaviour for pupils travelling by bus is detailed in the school's bus code.

Parents are instructed to keep the school informed about their child's transport arrangements but completing and handing in a form EVERY MONDAY MORNING. The school only acts upon parents/guardian instruction – not a child's.

Bus Escorts are appointed to ensure the school bus code is adhered to. Escorts make recommendations to HT/staff re improvements or to acknowledge well-behaved children.

Bus/taxi Drivers are requested to let HT/DHT know if there has been any problem on the bus journey (on that day preferably). Incidents will be dealt with by HT initially.

If a child is not met by parent, the Bus Driver will return child to School. The Bus Driver will not leave a child with another person unless parents have given authorisation.

It is a requirement by parents of all children entitled to County transport, that they complete a form on a weekly basis which indicates how their child is travelling to and from school. This must be brought into school by a Monday morning. Additional weekly forms are obtainable from the school office or via the website.

SERIOUS/PERSISTENT ACTS OF MISBEHAVIOUR

Stage 1 – If misbehaviour is reported either by the School or the operator

The Public Transport Section/Headteacher will write a warning letter to the parent, copied to the School and if appropriate the Local Authority.

N.B.: In the case of serious misbehaviour which, in the view of the Public Transport Section, the school and the Local Authority, warrants immediate exclusion from the bus, a letter confirming this action will be sent to the parent by the Public Transport Section which will both confirm the action taken and state the duration of the exclusion. In such cases Stage 1 will not apply.

Stage 2 – If misbehaviour occurs again

The Public Transport Section will contact the School and together they will decide whether an exclusion from transport is appropriate and for how long this will last. Before informing the parents of the decision, the Public Transport Section will check with the Local Authority to ensure it is content that the punishment is appropriate. (This is only a safeguard so the LA can be confident that it can support the action taken if it is challenged later). The letter to the parents from the Public Transport Section will be copied to both the School and the Local Authority.

Stage 3 – If the misbehaviour occurs yet again

Once again, the Public Transport Section will contact the School and together they and the School will agree the length of the exclusion from transport. After checking with the Local Authority, the Public Transport

Section will write to the parents informing them of the decision and copying the letter to the School and the Local Authority.

Appendix 4a

Class, Play and Lunch time behaviour diary: Low Level Disruption.

<u>DATE</u>	Name of child	BEHAVIOUR What happened	CONSEQUENCE Action Taken	Staff name

Appendix 4b _____ **Class, Play and Lunch time Incident report: Medium Level Disruption**

<u>Date/Name of all children involved</u>	What led up to the incident?	BEHAVIOUR What happened?	CONSEQUENCE Action Taken	Staff Involved
				<div data-bbox="1762 331 2065 422" style="border: 1px solid black; padding: 5px;"> <p><u>Class Teacher</u> <u>/Deputy Informed</u></p> </div>
<div data-bbox="174 954 698 1045" style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <p>Actions Taken by Class teacher/ SLT</p> </div>				

Name of Child

Date

Name of member of staff reporting incident

Names of all witnesses to incident:

Description of incident/behaviour witnessed.

How the incident began and progressed including a description of the pupil's behaviour

What was said by each party

The steps taken to defuse/calm the situation

The type of restraint used and with what degree of force, and for how long (If used)

The pupil's response and outcome of the incident

Any Injuries sustained by the pupil, another pupil, or a member of staff and any damage to property.

Incident report description continued.

Signed:

This report must be given to Deputy Head Teacher or Head Teacher on the day of the incident. It will be typed up and a copy will be given to member of staff to sign.