

## **INTRODUCTORY STATEMENT:**

The staff, governors, pupils and parents of Meole Brace C.E. Primary School and Nursery believe that good behaviour is best promoted by a school ethos which is based on consideration and mutual respect between all those involved in the school community. Within our school we want children to be happy, responsible and caring. We believe that good behaviour needs to be developed carefully from the onset. This means a whole school approach to behaviour, rewards and sanctions. Good behaviour and the expectation we have of our children, and in turn their expectations they have of each other, cannot be left to chance. We believe that there has to be clarity of intention and outcome, consistency and continuity. As a school, following discussion with staff, pupils, parents and governors, we have identified the following areas for consideration, agreeing that consistency is derived from dialogue and effective communication:

- The benefit of good positive behaviour
- Our interpretation of good behaviour
- Applying a good behaviour and rewards policy
- Discouraging inappropriate behaviour

## **POLICY PRINCIPLES**

Our overall aim is to promote a safe, positive and happy atmosphere in our school for children and adults to work in.

A system of praise and reward and the encouragement of self-control will lead to a happy atmosphere in the school and will enhance learning.

Adults set the example in school. Children will respond to an adult if he/she is respectful and relates well to them.

Good behaviour management is fundamental to a successful school and integral to any whole school plan. Consistent behaviour management should be expected both off and on the school site and this includes coming to and going home from school.

## **PRINCIPLES INTO PRACTICE**

The school has an agreed Behaviour Strategy which includes "Respect for Others" statements. These outline the key values which the school promotes each day. The strategy clearly outlines the school's position on how it deals with inappropriate behaviour and ways in which it can help support children whose responses are unacceptable.

School rules and agreed sanctions need to be understood by children, staff, parents and governors. The first steps are to ensure pupils are clear about the expectations for positive behaviour. They should be given the opportunity to openly discuss these, recognise their role and responsibility, the role of the teacher and teaching assistant, and the need for sanctions. This will take place in, circle time, PSHE and RE lessons, class discussion and collective worship, as well as through other curriculum areas.

## **GUIDELINES FOR POSITIVE BEHAVIOUR**

The following statements represent our views on acceptable, positive behaviour in our school. They are based on a fundamental belief which is summarised as:

### **"Respect for Others"**

All members of our School Community should:

- treat each other with respect, sensitivity and with kindness
- show good manners at all times throughout the school day when speaking and listening to others
- respect and care for other people's work, efforts and property
- be encouraged to express feelings, e.g. anger, in a positive way
- promote truthfulness, honesty and fairness with everyone
- look after our school and take a pride in it
- help develop pupil's ability to apply self-discipline and take responsibility for their own actions
- promote positive behaviour through consistent encouragement, recognition and reward

## **REWARDS/POSITIVE RESPONSES:**

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. Our Behaviour Policy and Anti-Bullying Policy not only specify what agreed sanctions may be used, but also how positive behaviour will be reinforced through praise, rewards and celebrations.

To promote positive behaviour in our school:

- adults model positive behaviour at all times
- adults consistently praise and reward positive and improved behaviour
- adults instantly recognise and respond to positive behaviour
- sharing assembly is used to promote positive behaviour and achievement. Our weekly newsletter reports these achievements to parents and carers
- headteacher awards are used to recognise positive contributions to the school community, good effort and excellent behaviour
- a "Well Done" book is used by Lunch Time supervisors to celebrate examples of how a child has behaved, responded or played at lunch time. Details are read out during our Sharing Assembly and details are published in our weekly newsletter.
- a house point system is used daily
- adults use stickers as an instant reward where they have recognised positive pupil contributions and behaviour
- staff access training on Behaviour Management

- individual behaviour management plans are used to specify effective behaviour management strategies with pupils

Pupils may be rewarded for:

- consideration for others and good behaviour.
- consistent progress
- achievement in any particular aspect of the curriculum
- all round achievement
- positive contributions to the school community

## **RESPONSIBILITIES**

### **THE TEACHER'S ROLE**

The teacher's role is crucial in establishing, developing and maintaining good behaviour in the classroom and school. The teacher can achieve this in the following way by:

- negotiating class rules with the children, adhering closely to these rules, and explaining the reasoning behind them
- being an excellent role model
- careful planning and organisation to ensure successful teaching and learning
- taking positive measures to develop good relationships with children that combine friendship, mutual trust and respect
- providing clear leadership and authority
- using positive behaviour strategies and agreed sanctions sparingly and consistently giving clear directives
- developing and clarifying class rules with the children at an early stage and ensuring children understand and agree with them.
- ensuring children are clear about the expectations for positive behaviour
- praising good behaviour, rather than focusing on negative conduct
- organising the classroom effectively for the use of the people working in it
- creating an efficient, stimulating and welcoming environment for the children

### **THE CHILD'S ROLE**

Pupils should be involved in the discussion, development and management of good behaviour in and out of the classroom. Each class will have their own set of rules which will have been written alongside the teacher at the beginning of the autumn term. In addition to this pupils will also be encouraged to follow the "Respect for Others" school code of behaviour.

### **THE PARENTS' ROLE**

Parents have an important part to play in supporting the School's Policy.

The school suggests that they:

- ensure they have a clear understanding of the school's Behaviour and Rewards policy. (A copy can be obtained from the school office or visitors entrance.)
- visibly and openly make it clear to their own children that they support the School's Policy
- work in partnership with the school (Home-School Agreement)
- focus on positive behaviour, rewards, encouragement and success whenever possible
- recognise that most incidents involving inappropriate behaviour are complex and usually cannot be blamed on any one individual
- contact the school, via the Class Teacher or Headteacher, at an early stage and at a suitable time if there is any matter involving their child that concerns them.

## **THE ROLE OF OTHER ADULTS IN SCHOOL:**

Other adults in our school are conversant with our School's Behaviour and Rewards Policy and implement the key principles with consistency. Visitors to the school are also familiarised with the school's Visitors Policy. They are encouraged to recognise the professional role of the teaching staff, the Headteacher and Deputy Headteacher in administering the policy. They are part of our team and contribute to the smooth, happy and caring environment of our school.

## **GOVERNORS ROLE AND RESPONSIBILITIES**

The Governors have agreed the policy and ensure implementation. They review the policy each year and the headteacher reports to governors on behaviour each term through the headteacher's report.

## **UNACCEPTABLE BEHAVIOUR:**

This can be described as behaviour that:

- is in clear contradiction to our guidelines
- has an adverse effect on the working atmosphere in the class
- prevents effective teaching and learning taking place
- creates distress, unhappiness or discomfort for other children or adults
- is distracting others from work
- is disrespectful

Some examples would be:

- verbal abuse
- physical abuse
- refusal to respond to reasonable requests or instructions from adults.

## **HOW WE RESPOND**

Effective Behaviour Management Strategies:

Inappropriate or unacceptable behaviour can be dealt with in the following ways:

- appropriate eye contact with pupils,
- speaking quietly, in a relaxed, controlled manner
- temporarily withdrawing the child from a group
- use of verbal reminders that are thoughtfully and sensitively delivered and involve positive body language
- time out - temporarily withdrawing child from class or playground (under supervision)
- Home /School Book
- Individual Behaviour Plans
- recording incidents of misbehaviour in Incident Book, also the strategies and rewards used to alter misbehaviour
- sanctions - removal of break times
- involvement/notification of parents formally following consultation with head/and/or deputy head.
- the school will make every effort to ensure that children's learning difficulties do not lead to behavioural difficulties. This will be achieved by aiming to ensure an accurate match of work to ability and adopting strategies to raise pupils' self-esteem
- involvement of External Agencies

## **CONSISTENCY**

Beyond reminders, sanctions are organised in a hierarchy and have been agreed upon through consultation with the whole school community. They consist of the following;

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- a private reminder
- a warning of the sanction that will follow if poor behaviour continues. This needs to be presented as the child choosing whether to keep to the agreed rules or experience the sanction
- temporary isolation within the classroom, under supervision (This and the previous point can be used as a positive support strategy by the child if used as time out within an area that encourages the child to think about what has gone wrong and how to move forward)
- informing or asking to see parents
- temporary exclusion from the classroom with supervision
- temporary or permanent exclusion from school

### **POSITIVE BEHAVIOUR CHECKLIST**

- consistency
- an explicit focus on the values that build a strong class community
- establishing the four Rs- rules, responsibilities and routines and reinforcing these throughout the year
- the consistent use of sanctions and rewards
- positive relationships
- a commitment to maximising children's self esteem and confidence
- mutual respect
- motivated learners and teachers
- high expectations
- a sense of humour

### **BREAKTIMES**

Our policy ensures that a minimum of two members of staff are on duty at break-times with the priority being on Health & Safety of our children.

### **LUNCHTIMES**

A team of supervisory assistants will supervise the children during lunch time and will deal with inappropriate behaviour in line with the agreed policy.

### **SERIOUS MISCONDUCT**

When an exclusion takes place parents/carers meet with the Headteacher to discuss why the exclusion is having to take place. Details regarding whether the exclusion will be permanent or fixed term will be given. A letter is also sent to the parents/carers, outlining the reasons for Exclusion, strategies of intervention and programme of study support material is given to the child during their absence.

The School Attendance Officer or the LA Inclusion Officer is also involved. If the pupil is to return to school following a fixed term exclusion, prior to the child's return to school, the parents meet with the Headteacher to discuss how home and school can work together. The child is welcomed back, discussion takes place on a new start for the child along with the school's expectations for him/her. A programme of assessment and monitoring takes place to support the child. Regular meetings are held between the school and parents. Permanent exclusion is the final step.

### **BULLYING**

Bullying takes place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour that affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Bullying is defined as:

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"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

*Safe to Learn: Embedding anti-bullying work in schools' (DCSF, 2007)*

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- young carers or looked-after children or otherwise related to home circumstances
- verbal (name calling, sexist, racist remarks, and other discriminatory language)
- indirect ( spreading rumours, excluding someone from social groups)

Bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, face to face, indirectly or using a range of methods.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils are encouraged to report bullying in this school through discussion with adults, class discussion, PSHE and Worship, where anti-bullying strategies are often discussed.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the prospectus, induction evenings, Healthy Schools and Safer Schools work.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately.

Children and parents should feel able to discuss any concerns about bullying with class teachers or the headteacher, confident that we will always respond to any incidents of bullying in a serious way.

We will use a range of strategies to deal with this subject through:

- assemblies
- circle time
- class discussions
- drama/role play
- story and video
- "no blame" approach (positive peer pressure)
- building up self-esteem

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- accessible reward system/praise culture
- buddying
- mentoring - peer/staff/outside agencies
- consistently applied classroom behaviour management techniques
- supervision during unstructured times - lunch/play, etc.

We will provide help and support for those that have been bullied and those who bully in order to overcome the problem. We will provide opportunities for children to talk in confidence about their feelings and anxieties.

### **EQUAL OPPORTUNITIES:**

All staff are aware of the need to treat all children equally on matters of behaviour and discipline. We aim to ensure children are not discriminated against due to gender, age, religion, ethnic group or social/family background. We also take positive steps to deal with any gender or racial discrimination amongst children.

### **PHYSICAL INTERVENTIONS**

#### **PHYSICAL INTERVENTIONS WHICH ARE NOT RESTRICTIVE OR BASED ON THE USE OF FORCE**

All staff are made aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or disengage from pupils whose behaviour presents a clear risk of injury.

Most of our pupils will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routinely used include a range of physical prompts such as :

- Holding a pupil's hand.
- Guiding a pupil by linking arms, placing a hand on their shoulder, or back or elbow.

In addition to this, if a pupil is distressed, it may be appropriate to place an arm around their shoulder to comfort them.

### **RESTRICTIVE PHYSICAL INTERVENTIONS**

Restrictive physical interventions are defined by the DCFS as interventions which "involve the use of force to control a person's behaviour and can be employed using bodily contact, or changes to the person's environment".

The use of restrictive interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. Restrictive physical interventions must always be used as a last resort and involve the minimum amount of time. These are legal requirements. Individual Management plans will set out what is reasonable for individual pupils in foreseeable circumstances. In emergencies or unforeseen circumstances, any use of force will need to be reasonable. Failure to comply with these principles will be dealt with under the school disciplinary procedures.

### **WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTIONS AND WHEN ?**

All staff have a duty of care to all pupils. Therefore in an emergency, all staff who work at the school may use reasonable force to prevent a pupil from causing personal injury to any person, including themselves, causing significant damage to property or engaging in any behaviour prejudicial to the maintenance of good order. This may include staff who do not currently hold a TEAM TEACH certificate. However, the expectation is that if there are staff available who have been TEAM-TEACH trained, they will lead in any physical interventions.

## **USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN UNFORESEEN AND EMERGENCY SITUATIONS.**

The senior management team acknowledge that, on occasions, staff may find themselves in unforeseen situations when they have no option but to use reasonable force to manage a crisis. It is recommended that before using force staff attempt to use diversion or diffusion to manage the situation. When using force staff must use techniques and methods with which they are familiar, confident and are in line with the British Institute of Learning Disabilities (BILD) requirements. In exceptional circumstances where permitted techniques are ineffective or staff are unfamiliar with the action they should take, the member of staff should manage the situation as best they can in compliance with Section 550A of the Education Act 1996. Staff should always report and record use of physical force that occurs in unforeseen or emergency situations using the pupil's incident record booklet, or if the pupil does not have a booklet then on a separate sheet.

## **RISK ASSESSMENT AND PLANNING FOR USE OF RESTRICTIVE PHYSICAL INTERVENTIONS.**

All identified behaviour necessitating use of physical intervention will be formally risk assessed as part of our Individual Behaviour Management Planning.

In the event of disputes over, or concerns about techniques and methods being considered, an interim school strategy should be agreed and the matter referred to the LA.

## **POST INCIDENT SUPPORT**

Incidents that require use of restrictive physical interventions can be upsetting for all concerned and result in injuries to the child and staff. After incidents have subsided, it is important to ensure that the staff and children are given emotional support and basis first aid treatment for any injuries. The school will take action to report any injuries to staff or pupils in accordance with RIDDOR and this is done through the ACCIDENT BOOK/VIOLENT INCIDENT FORMS.

Incidents will be monitored by the Senior Management Team on a regular basis and this information will be placed in the Headteacher's Report to governors each term. In the case when a permanent exclusion has been necessary, the school will pass on details to the Inclusion Officer to ensure that information is shared with other agencies.

## **RESPONDING TO COMPLAINTS**

In the event of a complaint being received by the school in relation to the use of force by the staff, the matter will be dealt with in accordance with the school's Complaints Policy.

## ***POLICY WRITTEN NOVEMBER 2012***

***We used the following documents to write this policy:***

***Education Act 1996***

***Education Act 2006***

***Education and Inspections Act 2006***

***Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies DFE***

***Changing Minds- The Psychology of Managing Challenging Behaviour within an Ethical and Legal Framework - Team Teach***

***British Institute of Learning Disabilities (BILD) Guidance on Physical Restraint***