

Totley Primary School



Behaviour Policy

Date Reviewed:	January 2020
Reviewed by:	Ben Paxman
Policy to be reviewed by:	July 2021

TOTLEY PRIMARY BEHAVIOUR POLICY



“We look for the positive and allow our children to grow with responsibility”

All children have the right to an education which offers them the best opportunities to work hard, be happy and make good progress. Teachers and support staff are here to create the right environment for this to happen. Many others contribute towards this process. Our behaviour policy is based on the principles and values that we seek to promote in our school and promotes positive behaviours and encourages children to reflect on the choices that they make.

AIMS AND PRINCIPLES

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following are the underlying principles we wish to nurture throughout our school:

- We are sensible
- We look out for each other
- We are helpful
- We look after our school environment
- We are respectful of others
- We are polite
- We are kind and considerate
- We tell the truth

It is very important that rewards and sanctions experienced by Totley Primary children are at all times consistent and fair. Each class has agreed rules for classroom and corridor behaviour and are on display, as well as the attitudes to learning that we expect. Playground guidelines are on display in the playground and the golden rules are reinforced through large posters around the edge of the space. These guidelines are reinforced in assemblies and applied consistently at break time and lunch time. The content will enhance the principles above.

REWARDS

- Praise is given generously but specifically. This may be on an individual or group basis and may occur within class, in assemblies or in front of the whole school.
- Children are sent to the head teacher or a member of the SLT to reinforce praise already given. Head Teacher’s Award stickers are placed on good work and given to children and their attitude to learning may also be rewarded with a Head Teacher’s sticker.
- Outstanding pieces of work, including teacher comments, may be photocopied and sent home to parents and displayed around school.
- Individual house points are awarded for following the golden rules and showing good attitudes to learning. These are collected regularly by Y6 pupils and the scores for each house are displayed and announced in assembly.
- Individual class teachers have their own reward systems to motivate the children and encourage positive behaviour. These may include raffle tickets which go into a prize draw, class dojos or marbles in a jar for collective good behaviour, resulting in an agreed reward when a target number is reached.
- Individuals or groups can be awarded with Totley Primary Postcards, which are posted home to acknowledge and celebrate an achievement

UNACCEPTABLE BEHAVIOUR

Whilst we aim to encourage positive behaviour in all children, we acknowledge that there will be times that we have deal with behaviour which is unacceptable. These issues include:

- Physical violence
- Disruptive behaviour (that prevents others from learning)
- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour, including bullying both in person and online
- Disregard for the school environment & property
- Rudeness, including swearing
- Accessing inappropriate websites, including those which pertain to extremist behaviours

As with recognising positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident.

Most problems are dealt with on the spot, with the child being reminded about our expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to. This will always link back to the golden rule that is broken.

Lunchtime supervisors are provided with notebooks to log incidents which occur and action taken. Staff advise lunchtime supervisors about any pertinent issues regarding individual children prior to lunch break and the lunchtime supervisors communicate any issues with them at the end of lunch to follow up.

A nurture group runs at lunchtime which supports children who find the unstructured hour difficult. This is run by members of staff and ensures that children are supported in the dining room as well as on the playground.

AGREED PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

(If behaviour is extreme or dangerous, some steps may be missed out. Please note that if a child physically hurts or bullies another child, then both sets of parents will be contacted as soon as possible)

Step 1

A verbal warning is given that the inappropriate behaviour has been noted.

Step 2

A second warning is given if the inappropriate behaviour continues and the class teacher conducts a verbal reflection time with the pupil after the session in the classroom.

Step 3

A reflection time with SLT is issued, to be completed either that morning break time or the following morning break time. Staff CPOMS the incident and let a member of the SLT know the reason for the reflection time. The child completes a reflection sheet during break time, which is stored in the Head Teachers office and on the system. A member of SLT will complete the reflection time with the child.

Step 4

If 3 reflection times are issued to a child within a half term period, the child is placed on a white behaviour report for 2 weeks. The child is then responsible for having the report signed after each lesson and playtime by an appropriate staff member. The staff member who issues the report is responsible for contacting the parents to inform them of the situation and ensure that the parents have signed the report at the end of the week.

Step 5

If there is no improvement in behaviour then the child will go onto a yellow behaviour report for 2 weeks and a meeting will be held between the class teacher, parents and a member of the SLT. An IEP involving behaviour targets may be considered.

Step 6

If there is still no improvement, the child will go onto a red behaviour report and a meeting will be held between the head teacher, class teacher and parents to discuss next steps, which may include involving outside agencies such as a behaviour specialist or the educational psychologist. In extreme cases, a child may be excluded from school for a fixed term or on a permanent basis (see below). In such cases, the latest guidelines from the DfE will always be strictly adhered to and governors informed.

EXCLUSION FROM SCHOOL

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017')

Fixed-Term Exclusion

All decisions to exclude are serious and taken only as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed-term exclusion. The following are examples:

- Repeated failure to comply with a reasonable request from a member of staff.
- Verbal abuse of staff, other adults or children.

- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Failure to comply with the consequences of bad behaviour.
- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Repeated fighting.
- Repeated failure to comply with the school uniform policy despite repeated requests from school for support from parents because a child who is in incorrect uniform is regarded as having failed to comply with a reasonable request.
- Theft.
- Persistent defiance or disruption in the classroom.

If a fixed term exclusion is issued, then parents will be informed immediately of the period of exclusion and the reasons for it. This will be in writing. When pupil returns to school, a reintegration meeting will be held between the school and the parents and a reintegration plan will be introduced. This will be monitored closely by the Head teacher.

Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017')

Only the Headteacher can make the decision, where it is appropriate, to permanently exclude a child. This can be for a first or 'one-off' misbehaviour in extreme cases but can also be for a series of breaches of the behaviour policy. This will always be a last resort.

If a permanent exclusion is decided by the Headteacher, they would first inform the Chair of Governors and the CEO of the Mercia Learning Trust. They would then inform the local authority. A letter to parents would be given outlining the reasons for the permanent exclusion. After the sixth day of exclusion, the local authority have the statutory duty to place the child in another educational establishment. The governing board has a duty to consider parents representations about any exclusions and would convene a panel in which to make decision about whether or not to decline the parent's representation or reinstate the pupil. (See Annex A)

REPORTING BEHAVIOUR

All behaviour is monitored by members of the SLT every two weeks. Behaviours are analysed regularly and a record is kept to ensure that children are monitored. Where there are specific issues that can affect a child's behaviour, the Inclusion Manager ensures that all staff are aware and clear individual targets and procedures are in place. Behaviour issues are reported to governors on a termly basis on our data capture to ensure they are aware of the issues in school. This is monitored by the safeguarding governor.

BEHAVIOUR AND DISCIPLINE BEYOND THE SCHOOL GATE

Parents/carers are encouraged to report anti-social behaviour and bullying incidents that occur anywhere off the school premises by the children which pose a threat to a member of the public or a child as soon as possible; this includes any occurrence of online bullying. Behaviour out of school that affects a child within school needs to be dealt with by the school following the school's behaviour policy.

PHYSICAL CONTACT & RESTRAINT – USE OF REASONABLE FORCE

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school

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. 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. 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 student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. 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 or is in crisis. 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.

Schools can use reasonable force:

- In situations where a pupil (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit;
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To 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;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

SCHOOLS CANNOT USE FORCE AS A PUNISHMENT – IT IS UNLAWFUL AND SHOWS A DISRESPECT FOR HUMAN RIGHTS IF THIS WAS TO BE USED.

Members of staff who may have to make physical interventions with children should:

- Use de-escalation techniques to try to calm the situation first.
- Decide if the potential consequences of not intervening are sufficiently serious to justify the action.
- Decide if the chance of achieving the desired outcome by other non-physical means are low
- Assess the risk of using force and conclude that using force outweighs the risk of not using it
- Do what is reasonably proportionate and necessary to protect the child.
- Explain to the child/other children in the area what they are doing and why - this prevents misunderstandings!
- Be adequately trained in the appropriate use of force and restraining holds.
- Complete a physical intervention form which is discussed with the Headteacher and log the incident on CPOMS.
- Contact the parents or carers as soon as they are able to pass on the information in a timely and appropriate way.

Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

Post-incident support

If injuries result from the application of reasonable force, medical help should be sought straight away. It is also important to ensure that staff and pupils are given emotional support. As soon as possible after the incident parents / carers should be informed and provided with a copy of this policy. If necessary details of the incident will be confirmed in writing. When assessing the incident, consideration may be given to involving multi-agency partners to offer support or advice. Where a pupil is responsible for injury to another, as well as holding him/her to account and issuing appropriate sanction, the pupil will be given the opportunity to repair the relationships with pupils and staff affected by the incident. The pupil will be offered appropriate support to help develop strategies for avoiding such crisis points in future.

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.

CODE OF CONDUCT

Totley Primary School prides itself on its welcoming, supportive and inclusive ethos and it is important that all members of the school community work together to ensure we can maintain this. We expect staff, parents, carers and visitors to show respect and consideration for others at all times near to or on school property.

Our school will not tolerate:

- Offensive language
- Disruptive behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using or being under the influence of noxious or illegal substances (alcohol / drugs) on or within the vicinity of the school premises
- Abusive, threatening or damaging emails, phone calls, text or social networking messages relating to the school or any people in it.

If any behaviour from visitors or parents and carers violates our code of conduct then we will not hesitate to issue them with a written warning. If the behaviours continue or reoccur, then a temporary ban from school site will be issued and meeting convened with the CEO of the Mercia Learning Trust. If anti-social behaviour continues further, then a permanent ban would be considered. We will inform and use the police where necessary in order to protect the staff and children in school.

All staff sign a code of conduct on a yearly basis. If this is breached, then formal procedures would begin.

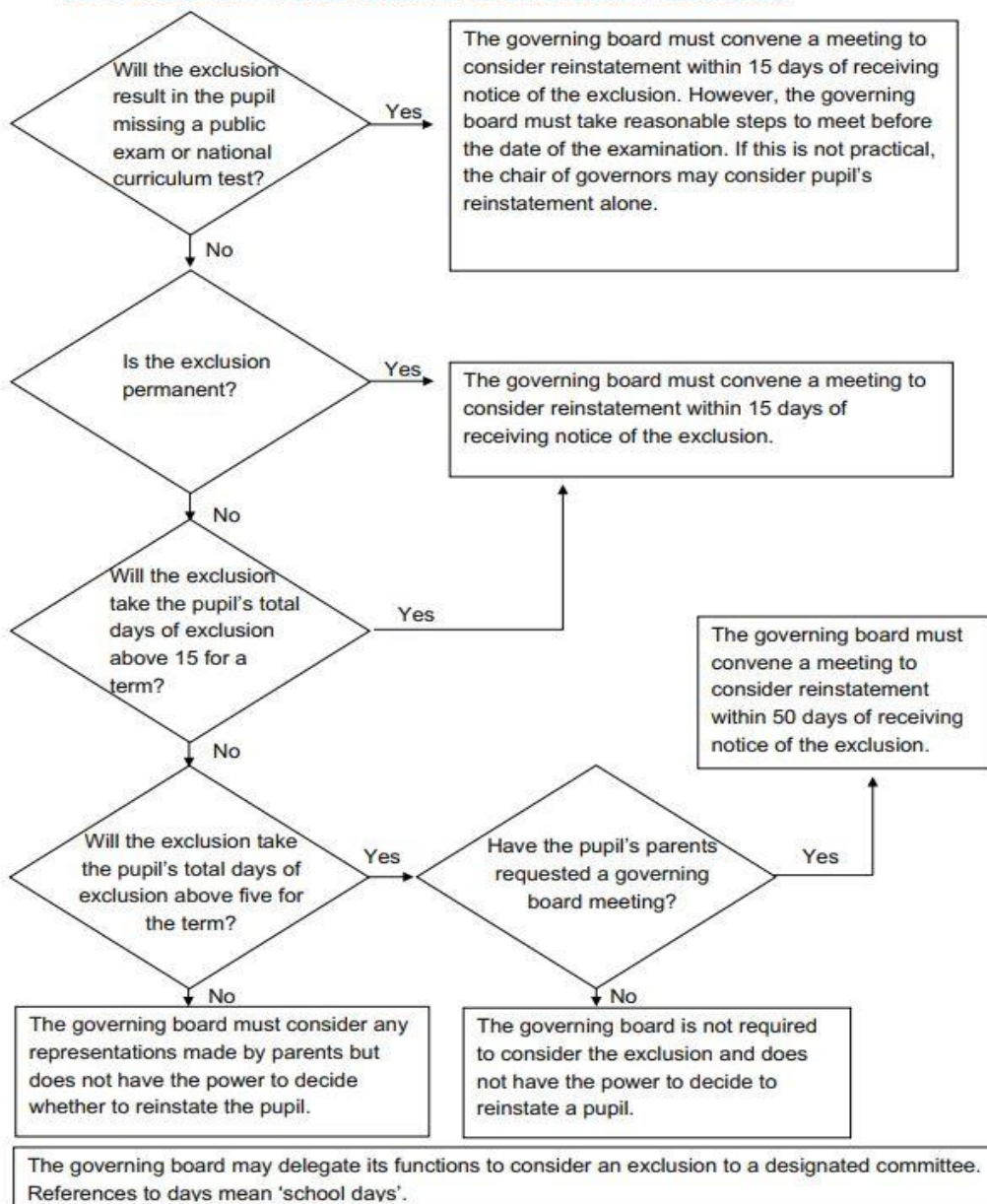
LINKED POLICIES AND DOCUMENTS

Other policies and documents to read in conjunction with the behaviour policy:

- Safeguarding and Prevent policy
- Equality policy
- Anti-bullying policy
- SEN policy
- DFE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017'

Written By: Nicola Wileman
Headteacher

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision



Appendix 2- Reflection Time Sheets

KS1 Reflection Time Sheet



Reflection Time



Me

This happened....

I felt....

If I feel like this again I will....



Pupil: _____

Staff: _____

Date: _____

KS2 Reflection Time Log



Totley Primary School Reflection Time Log

Name ClassDate

Reflection Number Member of staff issuing reflection

Which rule did I forget to follow?

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.....

What did I do?

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.....
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Why did I do it?

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How can I make it right?

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.....
.....
.....

How do I feel?

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.....
.....

Signatures:

Child SLT

Appendix 3: Individual Behaviour Plan Behaviour Plan

Name:

Date of Plan:

Review Date of Plan:

What does my behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
<p>My Behaviour:</p> <p>What I can do to help myself?</p> <p>What you can do to help?</p>	<p>My Behaviour:</p> <p>What I can do to help myself?</p> <p>What you can do to help?</p>	<p>My Behaviour:</p> <p>What I can do to help?</p> <p>What you can do to help?</p>
Stage 4 Depression	Stage 5 Recovery	Stage 6 Follow up
<p>My Behaviour:</p> <p>What I can do to help?</p> <p>What you can do to help?</p>	<p>My Behaviour:</p> <p>What I can do to help?</p> <p>What you can do to help?</p>	<p>My Behaviour:</p> <p>What I can do to help?</p> <p>What you can do to help?</p>

What are my triggers?

What do I like?

- 1.
- 2.
- 3.
- 4.
- 5.

De-escalation skills	Try	Avoid	Notes
Verbal advice and support	?	?	
Giving space	?	?	
Reassurance	?	?	
Help scripts	?	?	
Negotiation	?	?	
Limited Choices	?	?	
Humour	?	?	
Logical Consequences	?	?	
Tactical ignoring	?	?	
Take up time	?	?	
Time-out	?	?	
Supportive touch	?	?	
Transfer adult	?	?	
Success reminded	?	?	
Simple listening	?	?	
Acknowledgement	?	?	
Apologising	?	?	
Agreeing	?	?	
Removing audience	?	?	
Others	?	?	

Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Caring C Guide	?	?	
Friendly escort	?	?	
Single elbow	?	?	
Figure of four	?	?	
Double elbow	?	?	
Single elbow in seats	?	?	
T Wrap	?	?	
T Wrap to seats	?	?	
Seats to T Wrap	?	?	
T Wrap to ground	?	?	
Cradle	?	?	
Shield	?	?	
Sitting Cradle Shield	?	?	
Front Ground Recovery	?	?	

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Listen Link Learn	
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Parents/
Carers:

Name:	Educational Psychologist	Name:	
Teacher	Name:	Case Worker	Name:
Social services (if applicable)	Name:	Young Person	Name:

Appendix 4- Serious Incident Report

Serious incident report

Seen by head:	Monitored by:	Log number:
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Section A

Name of child:	Year group:
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Date of incident:	Time:	Location:
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Name of staff involved:	Names of witnesses:
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Reason for intervention

Danger to self	Danger to others	
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Severe damage to property	Committing an offence	
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Describe lead up to incident / Triggers:
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De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)			
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Verbal advice & Support	C.A.L.M talking	
Distraction	Options offered	
Time out offered	Planned ignoring	
Time out directed	Success reminded	
Transfer adult	Contingent touch	
Choices	Listening	
Reassurance	Social Space (CALM Body language)	
Appropriate behaviour	Negotiation	
Praise Points	Take up time	
Other	Please specify:	

Details of incident:

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

Section D Follow up

What happened from the child's point of view?

How did the child feel?

What will the child do differently next time they feel that way?

Review of Young Persons Risk Assessment / Care and Support Plan as a result of this incident:

Witness signatures				
Signed:		Date:		Independent advisor: