

Lewknor C of E School Behaviour Policy

September 2019 – Review September 2020

Our school's core Christian values: friendship, wisdom and integrity

INTENT, IMPLEMENTATION AND IMPACT

Intent

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

Implementation

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.

Impact

The School Rules:

- Behave in an orderly and self-controlled way
- Respect each other (staff and pupils)
- In class, make it possible for all pupils to learn
- Listen carefully to adults in school
- Let an adult know if they have any worries or concerns
- Respect our school and be responsible - look after facilities and equipment
- Have pride in our work and always try our best
- Do all of my classwork and homework as well as you can
- Be sensible and safe
- Listen (to) and include others. Consider others always
- Be honest
- Move quietly around the school
- Keep safe
- Wear the correct uniform at all times – no excessive haircuts or piercings
- Come to school regularly and on time
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Be positive and have fun

Each class holds regular discussions 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 PSHE curriculum (Personal, Social and Health Education)
- negotiation and reinforcement of class guidelines for behaviour

Personal, Social and Health Education (PSHE) teaching, which follows various programmes including the SEAL (Social and Emotional Aspects of Learning) framework, IMPS, You, Me PSHE (Islington scheme), and Philosophy For Children, 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 school 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 the children are silent at times and not just quiet. 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: English, maths, science, art, sport, technology, spirituality, design, self, people and music.

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

- Rainbow and Sunshine rewards (Reception class)
- Golden / Reward Time
- Table points
- Certificates
- Prizes
- Individual stickers and sticker charts
- House points accrued over the year
- Special responsibilities / privileges
- Head teacher awards and certificates

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

The aim of interventions is to return the child to a task quickly and unobtrusively as possible.

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

Misbehaviour is defined as:

- Disruption, eg, in lessons or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform including extreme haircuts and piercings

Serious misbehaviour is defined as:

- Any form of bullying
- Repeated breaches of the school rules
- Sexual assault
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items that could cause personal injury to, or damage to the property of, any person including the pupil

Confiscation

Any prohibited item that could cause personal injury to, or damage to the property of, any person including the pupil found in a pupil's possession will be confiscated. These items will not be returned to pupils.

Bullying – details of our school's approach to preventing and addressing bullying are set out in our anti-bullying school policy, which is available on the school website.

Sanctions

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
- Time out (pupil may be sent out of class)
- Write a letter of apology
- Work to be completed at home, at break or lunchtime
- Letters or phone calls home to parents
- Agreeing a behaviour contract

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 or disrupting the learning of others, the head teacher 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 head teacher may decide that a child needs either a fixed-term or permanent exclusion from the school.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Malicious Allegations

If an allegation is determined to be unfounded or malicious, the Oxfordshire County Council's Safeguarding Team will be informed. They will help to determine whether the child concerned is in need of services, or may have been abused by someone else.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will consider whether any action is appropriate against the person responsible for making the allegation. Such cases may be dealt with under the Protection from Harassment Act 1997.

The head teacher will also consider the pastoral needs of any staff accused of misconduct.

Support for Children with Specific Behavioural Difficulties

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 'Special Educational Needs Support in Oxfordshire schools and settings' document 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.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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 have the right to learn.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

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.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

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

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 head teacher 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 or playground 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.

Reasonable adjustments will be made for disabled children and children with special educational needs (SEN).

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items such as stolen items, knives, weapons or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

- 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.

Roles and Responsibilities

The governing board

Lewknor Church of England Primary School's governing body is responsible for reviewing and approving the written statement of behaviour principles, which is available on the school website.

The governing body will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The head teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of behaviour principles. The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Ensuring behaviour incidents are recorded (reflection forms)

The head teacher will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Legal and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools (DfE, July 2013)
- Supporting pupils with medical conditions
- Special Educational Needs and Disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property