



# BEHAVIOUR POLICY

**SCHOOL: TARLETON COMMUNITY PRIMARY SCHOOL**

## Vision for Behaviour:

We intend our pupils to acquire the skills and knowledge which will enable them to develop as individuals to be emotionally literate, confident, caring, concerned and committed to their own development, yet aware of their responsibilities to others.

## Key to Success:

We believe that if our school community work together in these key areas, our school will be a wonderful place to learn and thrive:

<b>Consistency:</b>	Pupils need to know what is expected of them in all areas of school, by all staff. Staff will set high standards and apply rules firmly and fairly.
<b>Courtesy:</b>	Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.
<b>Respect:</b>	Staff will expect to give and to receive respect.
<b>Be positive:</b>	Negative labelling can result in a vicious circle developing. Staff will take the time and patience to interact with pupils in a positive way. Separating the behaviour from the child will protect self-esteem.
<b>Relationships:</b>	Good relationships are vital. Staff will take the initiative to relate and communicate with pupils and each other – smile, greet, speak listen.
<b>Environment:</b>	The quality of the school's environment influences pupil's behaviour. Resources well cared for; organised classrooms and quality display.

## Our School Rules:

We encourage and expect high standards of behaviour. Our code of conduct will be displayed around the school to remind pupils of the behavioural expectations on them. This has been written with the children and is clear about the standards we expect from all of our pupils. Our school rules are:

- **Show respect**
- **Be polite & show good manners**
- **Move around the school quietly & sensibly**
- **Be positive & always try your best**
- **Treat others as you want to be treated**
- **Let teachers teach & children learn**

## Rewards for Good Behaviour:

Pupils who consistently comply with the standards of behaviour and effort set by the school will be rewarded. Rewards will include:

- Verbal praise
- Stickers and stamps

- Certificates given out in Celebration Assembly
- Class Dojos
- Team points
- Special events

Team points are used to reward good behaviour choices (amongst other things). Elected team captains will collect in the team points weekly and the winning team will be invited to attend school the following Friday in their own clothes.

In Key Stage 2, the children collect Dojo points leading to Bronze, Silver, Gold and Platinum Awards. Rewards, once given, will not be taken away for subsequent infringements of the code.

### **Our School Staff's Role:**

All staff have a responsibility for encouraging pupils to behave well at all times and to act as role models for positive behaviour.

Key characteristics of "good practice" are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate work set and differentiated to ensure success
- Pupils encouraged to reflect on progress and set goals
- High emphasis on academic achievement
- High recognition of positive attitude
- A wide understanding of the needs of all pupils and how they respond differently to situations.
- Logging behavioural issues in the Class Behaviour Book and informing the SLT of serious issues

In addition, please see Appendix A (The Behavioural Law) and Appendix C (The Use of Reasonable Force).

### **Our Pupil's Role:**

Pupils will be encouraged:

- To respect each other's right to speak and give opinions
- To let teachers teach and children learn
- Not to put other people down or laugh at them
- Not to make personal comments
- To help each other
- To be polite
- Do as they are asked by an adult

### **Our Parent's Role :**

We believe that parents have a vital role in promoting good behaviour in school.

We will:

- Involve parents in drawing up the school behaviour policy
- Involve parents when behaviour problems arise, at an early stage rather than as a last resort
- Recognise that pupil's behaviour at school may be different than at home
- Aim to reach an agreement with parents about the nature of a problem and what needs to be done
- Draw to the attention of parents good behaviour as well as poor behaviour

- Be sensitive and supportive to families under stress
- Establish partnership, home-school links and expectations of behaviour at induction evenings
- Be welcoming to all parents and encourage partnership by involving parents in the life of the school through informal contacts, classroom involvement and TCP Friends (PTFA) events
- Encourage parents to fulfil their responsibilities in supporting their child's education and behaviour by supporting school policies and ethos

Parents will:

- Be responsible for their child's online behaviour
- Support the school to improve their child's behaviour

### **Behaviour Outside of School:**

It is the headteacher's responsibility to ensure that unacceptable behaviour that occurs outside of school time does not impact on the well-being of pupils; have repercussions for the orderly running of the school; poses a threat to another pupil; or could adversely affect the reputation of the school. Incidents of this nature may occur when pupils are travelling to or from school; wearing school uniform and may be witnessed by a staff member or reported to the school. The Behaviour Policy will apply in these instances.

### **Behavioural Support:**

The school is keen to support positive behaviour. We have a Learning Mentor to support this and have links to the Elm Tree Special School Outreach Team (Ethos) to offer specialist support and staff training. The focus is on giving pupils the opportunity to be reflective and correct behavioural choices as we believe this will lead to greater success. In those rare instances where further consequences need to occur, behavioural consequences are progressive and the school uses the following terminology:

Terminology	Explanation
Playtime Exclusion	Not allowed to go out to play – work with the Learning mentor to think about and correct previous actions. (Please see Appendix D)
Internal Exclusion	Not allowed in your class – you will work in a partner class to complete your work or supported to complete your work by yourself.
External Exclusion	Sent to another school for a fixed amount of days to complete work and think about previous actions and correct them.
Fixed Term Exclusion	Sent home for a period of days.
Permanent Exclusion	With the agreement of the Governing Body, a pupil will no longer be a member of our school.

(please see Appendix E for the school's Behavioural Steps)

In addition, please see Appendix B (Fixed Term & Permanent Exclusions).

**This policy will be reviewed: Spring 2017**

**Adopted by Governors: Autumn 2016**

**Signed by Chair of Governors .....**

**Date.....**

## Appendix A



### Behaviour Policy – What the Law says for Maintained Schools

1. The headteacher must set out measures in the behaviour policy which aims to:
  - promote good behaviour, self-discipline and respect;
  - prevent bullying;
  - ensure that pupils complete assigned work;  
and which
  - regulate the conduct of pupils.
  
2. When deciding what these measures should be, the headteacher must take account of the Governing Body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
  - screening and searching pupils;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
  - pastoral care for staff accused of misconduct.
  
3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
  
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
  
5. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
  
6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the Governing Body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

**Our policy reflects the *Equality Act 2010 and Schools* in respect of safeguarding and in respect of pupils with special educational needs (SEN).**



### **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://www.legislation.gov.uk/uksi/2012/1033/made>

Only the headteacher (or the acting Headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. It is the duty of the school to sustain education for an excluded child after day 5 of a fixed period exclusion.

If the headteacher excludes a child, s/he informs the parents immediately and, in writing, will give reasons for the exclusion. At the same time, the headteacher makes it clear to the parents, in writing, that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The Governing Body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by Parents and the LEA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.



## Use of Reasonable Force



### USE OF REASONABLE FORCE Advice for Head Teachers, Staff and Governing Bodies

DSS 11/12 02
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A Summary of Government advice, Ref. No. DFE-00060-2011, July 2011

#### 1. INTRODUCTION

This Summary reproduces *in full and verbatim* the newly published guidance on the use of force to control or restrain pupils which is part of the Government's new guidance relating to behaviour and discipline in schools [see also Document Summary Service Summaries DSS 11/12 01 and 03, September 2011]. It applies to *all* schools, including academies, free schools, independent schools and maintained schools.

#### 2. KEY POINTS

- School staff have a legal 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.

#### 3. 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 student 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.

#### 4. 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.

## **5. 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

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

### **Schools cannot:**

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

## **6. COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE**

- Share the Behaviour Policy with Parent's via the website.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.
- Ensure that staff, pupils and parents are clear about when force might be used,

## **7. UNACCEPTABLE FORCE**

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- The 'double basket-hold' which involves holding a person's arms across their chest; and
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

## **8. STAFF TRAINING**

Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

## **9. TELLING PARENTS WHEN FORCE HAS BEEN USED ON THEIR CHILD**

The headteacher will speak to parents about serious incidents involving the use of force and 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 also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident;

- The degree of force used;
- The effect on the pupil or member of staff;
- The child's age.

#### **10. 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; and
- To give first aid.



## APPENDIX D



### **Playground Behaviour**

#### **The TCP Playground Behaviour Vision:**

We aim to create a happy and secure atmosphere in which each child is respected as an individual beginning to take her or his place within the wider society. We are fortunate in having children of different cultures attending our school so that from a very early age they are learning to live together and are helping to create a more harmonious society.

#### **Our Policy is that:**

- All children should enjoy playing outside in safety.
- Adults will be positive role models.
- Children should learn to respect each other and treat each other kindly.
- Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way.
- Children show respect towards all adults on the playground.
- Children will be able to play freely unless it is judged that they are a danger to themselves or others.
- Children look after equipment and play sensibly with it, tidying up at the end of playtimes.

#### **How we promote positive behaviour in the playground:**

Identified members of teaching and support staff are “on duty” at playtime.

Staff on duty are in the playground before the children.

Teachers ensure there are enough adults outside before sending their children out.

Staff carry first aid kits each playtime, including lunchtime, so that children are cared for immediately should they have an accident.

The Learning Mentor is based in the thinking room.

Senior staff are available to deal with any serious incidents.

#### **Positive Role Models:**

Adults will play with children to model positive attitudes such as tolerance, resilience and fairness.

Adults supporting an identified child 1:1 actively try to involve them in games and play with other children.

Adults will use positive language when talking to children about problems or conflicts; asking open questions such as, “Why do you think XXX is feeling unhappy?” or “What happened to make XXX feel cross?” or “What do you think you should have done...?”

Adults will give both parties the chance to speak before deciding if any consequences are necessary. Where appropriate the adult will give the children the chance to decide what consequence is appropriate.

Playground Leaders (Year 6) model positive play and learn to help to mediate conflicts.

Adults keep an eye on the friendship bench and seek to involve any children who are sitting on it by initiating friendships and play with other children.

At the end of playtime all adults remind children to stand still at the first bell and walk to their lines when asked to do so before entering the school in a quiet and orderly manner.

Children modelling behaviour excellence are rewarded by Welfare Staff.

### **Consequences:**

Children will be given a warning and a chance to improve their behaviour but sometimes an immediate response will be called for and there will be times when a child or children need time to reflect on their behaviour.

There are 3 steps-

- Standing by the wall, watching other children play, and given questions to reflect on their behaviour.
- Holding an adults hand if unable or unwilling to stand by the wall.
- Being sent in to the Thinking Room – to meet the Learning Mentor

### **Behaviour that leads to the Thinking Room:**

When a child or children “loses control” and needs to be removed from the situation.

When a child is acting in a way that is a danger to themselves or others.

Aggressive or violent behaviour- verbal or physical- kicking / spitting (at) / hitting/ swearing (at.)

Bullying behaviour- persistent incidences will be dealt with according to our bullying policy and procedures.

Deliberate breaking of equipment.

Throwing stones at people/ windows/ through the fence.

### **Communication:**

The appropriate Class Teacher will always be informed by Welfare Staff of any incident which occurs on the playground.

The ‘Behaviour Log’ will be regularly updated by Welfare Staff following an incident on the playground.

The Class Teacher is the first member of staff to be informed of an incident, however, if the behaviour is deemed to be serious and dangerous, the Deputy Headteacher or Headteacher are to be informed.



**The Behaviour Consequences – Steps to help our children to make the right choices**

A series of logical consequences will be imposed as a result of non-compliance of the school rules. These are kept in each classroom in a simplified and clear format which can be easily referred to and understood by all children.

These consequences should be consistently and fairly applied. The school has established close relationships with external support agencies so that the basic understanding of needs and the provision of the right support can be implemented. It is important that the pupil understands that it is the behaviour that is not acceptable and not the pupil as a person. Poor behaviour choices will be recorded in the class behaviour book and monitored by SLT and the school’s Learning Mentor who will work closely with pupils, parents and staff to offer advice and support.

Step 1	Step 2	Step 3	Step 4	Step 5
<ul style="list-style-type: none"> <li>• Not taking turns</li> <li>• Shouting out</li> <li>• Calling people names</li> <li>• Low level disruption i.e. ruler or pencil tapping/ not sitting sensibly on the carpet</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking rudely to staff</li> <li>• Answering back</li> <li>• Refusing to follow instructions</li> <li>• Distracting people on purpose</li> <li>• Teasing others</li> <li>• Lying</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent behavior described at Step 2</li> <li>• Being aggressive towards others</li> <li>• Hitting and kicking people</li> <li>• Damaging school things</li> <li>• Using bad language</li> </ul>	<ul style="list-style-type: none"> <li>• Being racially abusive</li> <li>• Bullying (being repeatedly mean to someone)</li> <li>• Hitting and kicking resulting in hurting others</li> <li>• Stealing</li> <li>• Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent bullying – not changing your behaviour towards the person you are upsetting</li> <li>• Persistent verbal abuse towards staff</li> <li>• Physical abuse of staff</li> </ul>
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> <li>• Try to copy the behavior of those doing the right thing.</li> <li>• Be reminded of the ‘Class Charter’</li> <li>• Make the right choices with the help of your Teacher</li> <li>• TA to sit with you</li> </ul>	<ul style="list-style-type: none"> <li>• Have ‘thinking time’ in your class room</li> <li>• Take ‘time out’ off the playground</li> <li>• Write a letter of apology</li> <li>• Your teacher meets your parents</li> <li>• Have target to work towards</li> <li>• Work with the person who has been upset to fix the problem, with an adult’s help</li> <li>• Be sent to another class, with work to complete</li> <li>• Miss time at playtime, thinking about your choices</li> <li>• Your parents will be told about your behaviour after school</li> </ul>	<ul style="list-style-type: none"> <li>• Be sent to another class, with work to complete</li> <li>• Timetabled in class support from learning mentor (where appropriate)</li> <li>• Help from an adult who school knows eg CAHMS or School Nurse</li> <li>• Your parents will meet with your teacher and Mr Upton or Mrs Higson</li> <li>• If appropriate, an Individual Behaviour Plan put in place</li> <li>• Work with the person who has been upset to fix the problem, with an adult’s help</li> </ul>	<ul style="list-style-type: none"> <li>• Continued intensive support from learning mentor (where appropriate)</li> <li>• Parents meet with your teacher, Mr Upton and Mrs Higson</li> <li>• Work with the person who has been upset to fix the problem, with an adult’s help</li> <li>• Be placed in another school locally for a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the person who has been upset to fix the problem, with an adult’s help</li> <li>• Be excluded from school (not allowed in for up to 5 days)</li> <li>• Be placed in a local school for a week (managed transfer)</li> <li>• Be permanently excluded, asked to leave our school forever</li> </ul>
<p>Where possible, if a parent needs to be contacted regarding behavior, this will initially actioned via a telephone call home to arrange an appointment for after school that day</p>				

**\*\*All staff are encouraged to use professional judgement in applying this system \*\***