



# Positive Behaviour Policy

Review Date: December 2017

***“Whatever happens conduct yourselves in a manner worthy of the gospel of Christ. Then I will know you stand firm in one Spirit, striving together as one for the faith of the Gospel.”***

***Philippians Chapter 1 Verse 27***

### **Behaviour Principles**

It is our school vision that:

‘At Ward Jackson Church of England Primary School we seek to treat children individually in a secure, caring but intellectually challenging Christian environment, where children are valued and rewarded daily for their achievements’.

Children and adults at Ward Jackson Church of England Primary School therefore strive to uphold our five Christian values of:

- Respect
- Kindness
- Truthfulness
- Compassion
- Courage

### **Behaviour Policy**

Our Behaviour Policy spells out our hopes and expectations for the children, parents, carers and staff of the school and makes clear to all their responsibilities to the school community. It clearly sets out rules or expectations, our system of rewarding positive behaviour and the consequences if rules are broken.

Our aim is for every child to be successful therefore our policy is underpinned by taking a positive approach to behaviour and discipline. In order to have a positive impact on a child’s learning and performance we aim to raise their self-esteem by:

- Reinforcing good behaviour aiming for a praise ratio of 6:1
- Acting fairly by using a clear system of rewards and consequences
- Being aware of each child’s needs and circumstances
- Regularly celebrating children’s success at following school rules and upholding our core Christian values

To uphold this vision we expect children and adults to follow six Golden Rules; which are based upon our core Christian values.

Golden Rules:

1. We are gentle - We do not hurt others
2. We are kind and helpful - We do not hurt anybody's feelings
3. We listen - We do not interrupt
4. We are honest - We do not cover up the truth
5. We work hard - We do not waste our own or other's time
6. We look after property - We do not waste or damage things

These rules are displayed in every classroom and in key areas around school. They are reinforced daily for example in Collective Worship and PSHE lessons. We strive to be consistent in their use.

It is important that we ensure:

- the safety and well-being of individual children;
- Safety and well being of all other children;
- Safety and well being of staff and visitors to the school;
- children are protected from self-inflicted abuse or injury;
- children are taught self-control and to take responsibility and be accountable for their actions and that
- positive abilities and attitudes are developed and demonstrated.

Issues of discipline and control cannot be divorced from systems of good management and the provision of quality care and education. If the individual needs of children are met, incidents of challenging behaviour can be kept to a minimum. Therefore the quality of relationships between staff and children are a major determinant of good behaviour and a positive ethos in the school. Good order is more likely to be achieved when there is an established framework of general routines and individual boundaries of behaviour, which are well defined and understood by both staff and children.

Parents and carers contribution is acknowledged as an essential part of the effective management of behaviour in school. It is important that parents/carers and staff are working towards common goals and through consultation aim to ensure management strategies are agreed and supported.

If physical intervention is necessary then staff will follow agreed guidelines contained in this document. Our effectiveness in managing challenging behaviour depends to a large extent on the staffing resources available to correctly carry out approaches and consequences. The consequences available are listed in this document under 'Whole School Rewards and Consequences'.

## **Guidelines**

### **Prevention and De-escalation**

Prevention begins with the implementation of a whole school policy and the application of a clearly defined structure for the management of behaviour. The most successful way to deal with any potentially difficult situation is to plan alternative strategies, to avoid occurrences of unacceptable behaviour. Individual children who present a challenge should have individualised strategies for responding to incidents of violence and aggression and where appropriate should include directions for using physical interventions – Individual Behaviour, Care and Wellbeing Plan and if necessary Risk

Assessment. Staff and parents should agree this management plan and a copy placed in the children's file and sent to parents. It is the class teacher's responsibility to ensure all adults working with the child are familiar with the management programme.

Staff should recognise that incidents are rare and that an identification of children and specific situations can encourage positive management and ensure that these incidents remain rare.

The following strategies may be helpful in diffusing a potentially difficult situation.

- Avoid confrontation. Maintain a calm manner and speak slowly and quietly. Be aware of your body language, adopt non-threatening posture.
- Keep your distance. Try to maintain a distance of at least one metre between you and the child and avoid speedy movements.
- Avoid physical contact. This may irritate or annoy the child.
- Respond in a non-violent manner. If the child grabs your clothing or touches you, a calm response is essential. Simple slow movements can be very effective.

#### Challenging Behaviour and Autism

Children with autism may display challenging or obsessive behaviours as a result of their lack of understanding and/or in an attempt to bring order into their world. Our teaching style, whilst working with children with autism, is essentially non-confrontational. However, we recognise that a child's special interest may be restricted by the available alternatives, which can often result in frustration, tantrums or other challenging behaviours. These behaviours are dealt with on an individual basis and each child with these needs has a Behaviour or Care and Wellbeing Plan which outlines procedures and strategies that define acceptable methods of handling behaviours in line with the Schools policy.

#### Physical Intervention

In Ward Jackson Church of England Primary School we follow the principles of the Team Teach approach to behaviour management. A large majority of staff in school are trained in Team Teach Physical Intervention strategies.

The Head Teacher has authorised teachers, and Teaching Assistants, who have up to date training, to use physical intervention. This must be within the guidelines of the Team Teach approach.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the child. On occasions staff may be required to physically intervene to prevent children from threatening the safety of others, putting themselves at risk or causing unreasonable damage to property.

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.

If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers should be informed as soon as practical. This would involve sending a copy of a Team Teach

Incident Form home. (Appendix 1) Depending on parental request, which will be on the child's Behaviour Plan, a phone call may be made to the home.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:

1. give clear instructions, warning the child of the consequences of failure to comply
2. remain calm throughout, explaining to the pupil that they are unable to allow them to damage or hurt others, and once they have calmed down and are no longer posing a threat, they will be able to cease the intervention
3. summon another member of staff; a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the initial member of staff suffering bodily harm. There will also be a witness if the child or parents subsequently make allegations of assault
4. use the three blue chairs closest to the classroom as a safe place for the intervention hold
5. remind the child that intervention is taking place to keep them safe. A light conversation between the two adults (E.g. about work in class, holidays etc.) can be used as a distraction technique. The child may become interested and begin to comment or attempt to join in. **It is important however that no dialogue with the child should be had until they are calm**
6. encourage the child, once calm, to think about what caused the crisis to happen
7. explain to the child the consequence for missing time in class. This may be staying in at playtime to catch up on missed work and/or a letter of apology
8. walk the child back to class so that they can rejoin the lesson

Staff involved in Team Teach intervention for up to ten minutes will need to be relieved. This may be shorter depending on the level of crisis. The child in crisis needs to be made aware that a changeover of staff is going to happen. A new member of staff will approach and say, "Would you like some support?" The reply should be, "I would like you to take over/assist please." Relieved staff will then leave and if necessary take a rest break. There will be no other conversation between staff members.

When using physical intervention the following principles should be observed:

- Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment
- The child, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied
- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause harm. Only the necessary minimum force, to prevent injury or damage, should be used
- Staff should be aware of their own feelings and how they may affect the situation, i.e. staff should avoid restraining a pupil out of feelings of anger. Also staff should not talk about the situation within the child's hearing
- Central concern must be to return to normal as quickly as possible.

All incidents requiring physical intervention should be reported to a senior member of staff and recorded as soon as possible (see Appendix One). See 'Recording Team Teach Intervention' below.

*Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.*

### Use of the 'Safe Space'

All staff trained in the Team Teach Intervention approach are trained in the effective use of the Safe Space. The 'Safe Space' at Ward Jackson is located in the Upper Key Stage 2 corridor. The 'Safe Space' is used to support child safeguarding. It is a place in school which can be used as a quiet location for children. Children may use this location if they are distressed or to avoid a crisis situation or in crisis (which is too severe for intervention using the blue chairs). A member of class staff should always be aware if a child from that class is using the room.

If the 'Safe Space' door is closed, a member of staff must have sight of the child at all times. The member of staff must give clear instruction to the child about when it is safe to come out of the 'Safe Space'. E.g. "You can show me you are calm and ready to come out by sitting against the back wall with your legs crossed." Once calm the child can leave the 'Safe Space', sit on the blue chairs with the staff member and think about what caused the crisis to happen. The staff member will explain to the child the consequence for missing time in class. This may be staying in at playtime to catch up on missed work and/or a letter of apology. The staff member will then walk the child back to class so that they can rejoin the lesson.

**The member of staff supervising must monitor the child and intervene if the child is self-harming. This may mean using intervention within the confines of the room or returning to the three blue chairs.**

### Review

It is important following any incident that every effort is made to discuss what happened and why.

Support will be needed to focus on the staff and child directly involved, to discuss what provoked the incident. It is important that the child faces up to the problem and its consequences and is helped to realise that a more positive and acceptable approach could have been adopted.

It is important for staff to reflect on the incident and their own management.

Important definitions for children and staff:

- *Time out from class:* promoting positive reinforcement as part of a planned behavioural programme. This can be as a request from the teacher or a child in recognition of their feelings
- *Seclusion from class:* being removed from a situation against your will *to the Safe Space or blue chairs* (requires statutory powers other than in an emergency).

- *Withdrawal from class*: extended removal from a situation as part of a planned behavior intervention programme and with support for the continuation of work. (This would depend on the child and the level of crisis.)

#### Recording Team Teach Intervention

The member of staff involved in the Team Teach Intervention has the responsibility of completing the Team Teach Incident Form (Appendix 1). Copies of which are located in a box file under the three blue chairs in each corridor. The member of staff will:

1. Complete the form as soon as possible
2. Ask all staff involved to sign it
3. Photo copy the form twice. Put one copy in the Team Teach monitoring File in the school office and give the second copy to SENDCo to put in the child's SEND file. The original form goes in a sealed envelope addressed to the child's parent/carer and is given to the class teacher
4. Log the incident on CPOMS as "TT incident – see TT monitoring file."

#### Behaviour Plans and Risk Assessments

Where the behaviour of a child is causing concern then a Behaviour Management Plan should be written and all those working with the pupil made aware of the plan (and if possible be part of the plan's production). In some cases it is possible that all staff may be involved in compiling a Plan.

A copy of the Plan is displayed in the staffroom and in children's SEND files. Behaviour Plans are reviewed annually and amended when necessary.

If it is considered that a child is a danger to him/herself, other children or staff or to property, then a risk assessment should be carried out and recorded appropriately. It is the class teachers' responsibility to bring risk assessments to the attention of all who may work with a child.

#### Confiscation (Including Retention and Disposal) of Inappropriate Items

- Schools can include confiscation of pupil's property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated children's property.

Ward Jackson Church of England Primary School staff may confiscate items if:

- an item poses a threat to others
- an item poses a threat to good order and/or learning
- an item is against school uniform rules
- an item poses a health or safety threat
- an item which is counter to the ethos of the school: for example material which might cause tension between one community and another or
- it is illegal for a child to possess such an item.

#### What to do with confiscated items

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. A message should be sent home to parents/carers to inform them that an item has been confiscated and why as well as how the item may be returned.

Pupils have a right to expect that confiscated items (especially those of monetary or emotional value) will be stored safely and they will be informed as to when the item can be returned. Items of obvious value should be appropriately stored (for example, in a safe, the secretary's office, or the head teacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several children staff should take care to ensure that they are clear which item belongs to which pupil. Mobile phones and other objects of value will be stored till 3.15pm.

There may be some instances when the school chooses not to return an item to the child:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item
- Items of value which the child should not have brought to school or has misused in some way should be stored safely in school until a responsible family adult can come to retrieve them
- Other items which the child should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

#### Searching Pupils for Weapons, Drugs and Other Dangerous Materials

It is the policy of Ward Jackson Church of England Primary School that if a search of a child for a weapon is required then no member of school staff should carry out a search.



Parent/carers should be contacted to come to school and if necessary the police should also be called.

#### Children Leaving School Grounds

If children leave school property when they are angry or distressed then our general policy is not to follow them in earnest but to observe from a distance. If children are distressed and they are followed then they may run onto nearby roads or place themselves in other danger without thinking.

Action will only be taken to intercept a child who has absconded if it is deemed to be absolutely safe and/or if it is to prevent an even greater danger than would be presented by allowing the child free movement off school premises.

Experience has shown that on most occasions children will return to the school grounds of their own accord. If a child leaves the school grounds and a member of staff observes this then he/she will continue to observe the pupil if at all possible.

The class teacher is responsible for ensuring that the child continues to be observed and for monitoring the situation. The class teacher is also responsible for ensuring that SLT and/or the PSA are kept informed if a child moves away from the perimeter and can no longer be observed.

If a child moves away from the school perimeter and staff can no longer monitor their whereabouts then it is the school's policy to immediately inform the local police and the parents/carers should also be informed immediately. This will be done by a member of the SLT, the PSA or Class Teacher.

In the highly unlikely event of a younger child and/or a child with severe learning difficulties leaving the school grounds then staff will take immediate steps to ensure that they are brought safely back onto the premises.

---

### **Whole School Rewards and Consequences**

- |  |
|--|
| <ul style="list-style-type: none"><li>• School has a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.</li><li>• All teachers and other staff in charge of pupils have the power to discipline.</li></ul> |
|--|

The following rewards and consequences are those agreed by staff to be used with children in Ward Jackson Church of England Primary School before rewards and consequences can be applied all children must know what behaviour we want them to demonstrate.

The Golden Rules can be adapted for children according to their needs and their Behaviour Plan (see Appendix 2).

### **Rewards / Positive recognition**

#### Principles and Law

We try to strike the right balance between:

- rewards and consequences
- rewarding consistently good behaviour and rewarding improved behaviour
- Monitor distribution of rewards by age, ethnicity, gender, special educational needs (SEND) and disability.

- Verbal praise, smile, body action, (thumbs up, head nod, etc.)
- Stickers
- Individual classroom rewards such as a 'treasure box'
- Head Teacher sticker
- Telephone call home
- Celebration Worship including 'Star of the Week' award, 'Top Table' award and Quad time, Core Christian Value award and Head Teacher award.

### **Consequences**

#### Principles and Law

- School staff have a statutory power to impose consequences
- Consequences must be reasonable and proportionate to the circumstances of the case.
- Schools should monitor the use of consequences by age, ethnicity, gender, special educational needs (SEND) and disability.

Ward Jackson Church of England Primary School has a rigid whole school approach towards consequences for not following the Golden Rules. This results in children not viewing consequences as 'unfair'. It also makes it easier for all members of school staff to administer consequences (i.e. Social Inclusion Officer/Parent Support Advisor, Lunchtime Supervisors).

## **In Class**

1. If a Golden Rule is broken within the classroom, the child will be given a verbal warning. This is their chance to end the wrong behaviour without any lasting consequences. If a Golden Rule is broken when the child already has a warning, 5 minutes of their Golden Time will be lost and recorded on a tracking sheet.
2. If Golden Rule is broken again, a further 10 minutes of Golden Time will be taken and the child will be sent to Senior Leader for the remainder of that lesson. Wherever possible children should take work with them to complete.
3. If the child breaks a Golden Rule with the Senior Leader, they will be sent to the Head Teacher and all Golden Time will be lost.

## **Using inappropriate language**

If a child swears in school, they will lose 15 minutes Golden Time.

## **Inappropriate action such as fighting**

If a child fights in the school, all children involved will lose 30 minutes of their Golden Time.

## **Choosing to leave the school grounds**

All Golden Time will be lost.

## **Break time/Lunchtime**

If a child is involved in inappropriate physical behaviour with another child or children, they will lose 30 minutes Golden Time and will either stay with a supervisor until the break ends or be escorted inside to spend the rest of break with a member of the SLT. At lunchtime they will be escorted inside and sit on the hall floor under the supervision of the teacher on duty. Swearing will result in 15 minutes Golden Time being lost and the child spending the remaining break time with a supervisor.

If a child loses all of their Golden Time throughout the week, it can be won back in 5 minute blocks. This is possible if a whole morning or afternoon session passes without the child receiving a warning. The child is made aware of which rule they have broken and which rules (if not all) that they must follow to win back some time.

If the consequences above do not deter a child from breaking the Golden Rules and the inappropriate behaviour happens more than once the following consequences will be followed:

### **Severe behaviour consequences**

- Loss of whole break time or 'Choices' time to catch up on work missed
- Sent to the Head Teacher
- After-school detention for an agreed period (see below)
- Loss of attendance on school trip
- Time Out (see below)
- Special provision – ie. Behaviour Plan sanction
- Review Behaviour Plan
- Fixed term exclusion
- Managed move (in agreement with parents and a school within the cluster)
- Permanent exclusion

### **Detention**

#### **Principles and Law**

School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days.

Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction; and
- The school gives parents 24 hours' notice of detentions outside of school sessions.

At Ward Jackson Church of England Primary School we try whenever possible to apply sanctions on the same day a misdemeanor has taken place. Because of this we ask parents that if a child is to have detention it should be carried out on the day of the

misdemeanor. We will telephone parents and inform them that a detention is to take place. If a parent does not wish detention to place that day then a suitable alternative time will be sought.

## **Withdrawal**

The school has a statutory power to remove pupils from the ordinary classroom environment for a period of time deemed appropriate to the safety of the other pupils (as well as the staff) of the class and the ordered continuation of lessons. This 'withdrawal', to work in another area/space with school, means that the relevant pupil will work with his/her assigned member(s) of staff on work set by the teacher and usually loses break times as part of the sanction.

A 'withdrawal' period will usually be the result of a pupil's violence towards staff or other pupils but may be the result of any behaviour deemed to threaten the safety of pupils or staff.

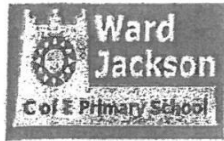
A 'withdrawal' is monitored closely by a member of the SLT and/or the school SENDCo. The assigned member of staff feeds back to the class teacher and parents/carers on a daily basis.

Behaviour Management Plans are formatted and written according to class and children's individual needs and are not therefore presented in a universal format. Behaviour Plans may have an accompanying risk assessment if deemed relevant and/or appropriate.

## **Risk assessments**

If a child's behaviour falls outside the scope of existing school policy or staff training then a risk assessment should be carried out (Appendix 3) and shared with staff by the Class Teacher. A member of the SLT will also share a copy with the LA Health and Safety Advisor.

## **APPENDIX 1 TEAM TEACH INCIDENT FORM**



Ward Jackson Church of England VA Primary School  
 Clark Street  
 Hartlepool  
 TS24 7LE



Phone: 01429 293777

**INCIDENT REPORT**

Name of child \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_ Observed by \_\_\_\_\_

**DETAILS OF INCIDENT:**

Time \_\_\_\_\_ Place \_\_\_\_\_

**Antecedents (what happened prior to incident):**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**What behaviour was observed:**

Kicking	Head butting	Spitting	Abusive language
Punching	Absconding	Threats	Damaging property
Biting	Defiance	Disruptive	Self harm
Throwing/ Destruction	Pushing/pinching	Bullying	Other

**What may have been the cause of this behaviour:**

Anger	Frustration
Learned behaviour	Peer dynamics
Conflict	Medication issues
Psychological / Psychiatric	Anticipate / Accept consequences
Other	

**Was the child informed before  
positive handling:**

Yes  No

**Positive handling technique required:**

Friendly hold		Single elbow standing	Single elbow seated		Figure of 4		Double elbow standing
Dis-arming		Wrap hug standing	Wrap hug seated		Cradle Hug		Guiding & Escorting

**Other techniques used:**

--

**Reason for positive handling:**

Committing a criminal offence	Prevent/interrupt absconding which could place them or others in danger or risk of danger
Causing personal injury	Causing damage to property
To ensure that the pupil leaves a classroom or work area if posing a danger to themselves or others	To move student from A to B for their own safety or the safety of others
Prejudicing the maintenance of good order and discipline	To protect the safety of the student and staff from the danger of injury

**Who was involved?:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Action taken by person observing incident:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How long was child in crisis for?:**

\_\_\_\_\_

**Referral to:**

Class teacher                      Head teacher                      Parent / Guardian

Outside agencies

Phone call home to parents /carers			
Yes		No	
Name of person spoken to			
Time			
Copy of incident report sent home			
Yes		No	

**Signed:**

**NAME** .....

**POSITIVE ASPECTS OF PUPIL BEHAVIOUR**

**PRESENTING PROBLEMS**

**ACTION/SANCTIONS**



<b>Pupil</b>	<b>DOB</b>
<b>School</b>	<b>person completing assessment</b>
<b>Assessment Date:</b>	

<b>What are the hazards/difficulties/ What could happen</b> <b>Please list</b>	<b>What precautions or existing control measures are in place</b>	<b>Who / what is at risk</b>	<b>Risk of accident/dangerous occurrence High, medium, low</b>
<ul style="list-style-type: none"> <li>• Injury to pupil</li> <li>• Injury to other pupils</li> <li>• Damage to property</li> <li>• Injury to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff trained in physical intervention.</li> <li>• Behaviour, care and wellbeing plans for individual pupils setting out strategies for identifying, reducing and controlling aggressive behaviour. <b><u>Nb. see Behaviour, care and wellbeing plan</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils</li> <li>• Staff</li> <li>• Property</li> </ul>	<ul style="list-style-type: none"> <li>• High</li> </ul>