

## **BEAN PRIMARY SCHOOL BEHAVIOUR POLICY**

'Every child has the right to learn, but no child has the right to disrupt the learning of others'.

A sound positive ethos is an essential prerequisite for effective learning to take place and where mutual respect between all members of the school community is paramount.

Through a shared commitment on behalf of all staff, positive attitudes reflect the policy through setting appropriate standards by example and through encouragement, praise and rewards. Bean School welcomes and encourages the involvement of the LA, governors, parents and carers, and others in the community. Attitudes and values are shared with pupils, teachers, teaching assistants, office staff, midday supervisors, governors and parents, and are promoted through individual class charters, signed by each pupil in the class.

### **Responsibilities**

All members of the school community will work towards the school's aims by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Treating all members as individuals and respecting their rights, values and beliefs
- Fostering good relationships and a 'sense of belonging'
- Ensuring equal opportunities for all regardless of ability, gender, race, disability
- Listening to others' views and respecting their right to have opinions
- Recognising the importance of different cultures
- Rejecting bullying or harassment in any form
- Developing strategies to address poor behaviour
- Caring for the environment both in and outside of school
- Working as a team, supporting and encouraging each other.

### **Aims**

- Ensure appropriate behaviour and language
- Encourage and praise effort in work and behaviour
- Ensure a whole school approach to discipline
- Provide a system of rewards to encourage good behaviour
- Ensure a safe, caring, happy school
- Promote good citizenship
- Promote self discipline
- Promote anti-bullying

### **Definition of Bullying**

- It is deliberately hurtful
- It is repeated over time

- It is difficult for those being bullied to defend themselves

It can take many forms:

- Physical - pinching, hitting, kicking, pushing, barging
- Verbal - name calling, insulting, racist comments
- Indirect - spreading stories, excluding someone

Resolving conflict by resorting to fighting is not acceptable. Incidents of physical violence must be reported to the Headteacher and persistent bullying may result in a fixed term exclusion and in very serious cases may be a permanent exclusion.

### **Recognition**

Good behaviour is rewarded by praise from staff and peers. Incidents of good practice should be recognised and acknowledged. With rules applied fairly and consistently, pupils will be set an example of how to behave and will learn that conflicts can be peacefully resolved.

Praise can take the form of:

- A simple 'thank you'
- A 'well done'
- A 'smile' and other positive gestures
- A written comment in the Golden Book
- Referring pupil to SLT
- Celebration in Friday's Celebration Assembly of commendable behaviour as well as academic achievement certificates presented
- Reward stickers
- House points (Blue - Normans  
Green - Saxons  
Red - Romans  
Yellow - Vikings)
- House Points awarded to children remaining on Green Traffic Lights all day
- Certificate awarded to children for 25,50,75 & 100 house points
- Children remaining on Green all week will get an additional playtime (15 mins) on Friday afternoons

Children also have the opportunity to rate their day to show individual and class attitudes.

### **Strategies for Dealing with Unacceptable Behaviour**

A lack of courtesy and consideration for others, or an action which doesn't show respect for property or an action which causes offence, is wholly unacceptable. We aim to be fair and consistent in the advice, support and sanctions employed for those whose behaviour is causing concern.

Teachers, TAs and Midday Meal supervisors will deal with poor behaviour using the agreed strategies. Children whose behaviour does not improve or escalates, will be moved to Amber and ultimately to Red. If a child's behaviour does move to Red, a member of SLT or PSA will

become involved. The child will spend time outside the classroom doing work (up to 30 mins) and be expected to write a formal letter of apology – restorative justice, or a reflection sheet completed, whichever is felt most appropriate.

The traffic light system will also be deployed in the hall at lunchtimes resulting in a child being the last to leave if he/she is too loud or can't sit on their chair properly.

Parents must be kept informed of positive achievement and rewards, as well as persistent misbehaviour or repeated failure to complete work. Pupils must understand our agreed charters at school and we ask parents support us in insisting their child follows our expectations whilst in school. This will be reflected in the Home/School agreement.

We refer pupils and parents to our Behaviour Policy and Code of Conduct, when necessary. It is important that pupils accept responsibility for their choice of actions and consider alternative choices they could have made, which could have resulted in a different outcome. Action taken should focus on devising strategies to prevent reoccurrence in addition to repairing damage done.

### **Exclusions**

Parents will be informed of the reason for the exclusion. A meeting between parents and the school will take place before the child returns to school. The purpose of the meeting will be to discuss the way forward for the child to ensure that the risk of repetition of the offending behaviour is not repeated. This may involve specific strategies and/or support from members of the Behavioural Service, to support the child in his/her return.

### **Liaison with Parents**

Where there are concerns, parents will be kept informed about their child's behaviour and regular updates will be given to parents. The appropriate form of communication such as contact books, behaviour charts or regular contact after school will be selected by the school and communicated to parents. Behaviour reports will be used where required.

### **Outside Agencies**

Any worries about a pupil should be discussed with the SENCo, and advice may be sought from outside agencies. This will be as a result of the discussion between the class teacher, SENCo and Headteacher.

Evidence of behaviour will be documented carefully by staff, so that it can be collated as required.

## **Steps to Take to Address Poor Behaviour**

### **Within the Class**

- Verbal reminded of rules and expectations

- Move to a desk in an area away from other children
- Loss of break/lunch time play for 5mins - supervised by teacher in class;
- Change of classroom for rest of/or one lesson -parents to be informed informally
- Extreme case - referral to Key Stage Leader to meet with child
- Persistent cases - referral to Assistant Headteacher - parents informed and invited in to discuss situation
- Headteacher

#### **At Playtime**

- Verbal reminder of rules
- Record incident in 'Playground Book' - monitoring entries by Assistant Headteacher/Headteacher.
- Duty teacher to refer to class teacher
- Duty teacher to inform Key Stage Leader if deemed necessary
- Sanction may be applied, e.g. miss playtime
- Serious incidents to be reported to Assistant Headteacher/Headteacher
- Parents to be informed and invited to discuss the situation

#### **Misbehaviour at Swimming**

- May prove necessary on grounds of Health and Safety to exclude from future lessons

#### **Misbehaviour at Events In/Out of School**

Poor behaviour at such events, when representing the school, is not acceptable and may lead to exclusion from future events.

#### **Persistent and serious Misbehaviour in class or playground**

- Work with parents
- Seek advice from Behavioural Services
- Withdrawal of privileges -eg lunchtime exclusion
- Internal exclusion - work away from class, supervised by member of staff
- External exclusion - fixed term 1 - 5 days
- Exclusion from school trips/residential visits on grounds of Health and Safety
- Permanent exclusion for serious breaches of discipline and where other strategies have been tried/failed

#### **Physical Intervention**

The line of physical intervention is only to be employed as an emergency response, to an exceptional situation. 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 on the playground.
- Restrain a pupil at risk of harming themselves through physical outburst.

Positive handling describes a holistic approach to a range of risk reduction strategies which include non verbal, verbal and where 'reasonable and absolutely necessary', physical interventions.

'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' DCSF Use of Force Guidance August 11.

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 headteacher has temporarily put in charge of pupils such as an unpaid volunteer or parents accompanying students on a school organised visit.

PHP's (Positive Handling Plans) may include guidance and strategies that may be needed to deal with pupils whose particular needs may involve physical contact.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.

The use of force is likely to be when it is required to prevent:

- Self-harming
- Injury to other children, service users, staff or teachers
- Damage to property
- An offence being committed
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

### **Working Positively**

The manner in which a situation is approached may have major implications and may make use of physical restraint unnecessary. It may help to:

- Move calmly
- Speak quietly but firmly
- Make clear statements to a child
- Allow the child space
- Sit down (lessen the threat of presence)
- Talk to the child all the time
- Offer comfort/reassurance
- Maintain eye contact
- Have help at hand

- Allow child to 'save face'

### **Principles**

Physical restraint should only be used in exceptional circumstances when a pupil is placing her/himself or others at risk of harm. It is only to be used when verbal comments do not control the unacceptable behaviour and every possible effort should be made to secure the presence of another adult. Wherever possible, any action should take into consideration the safety of the other children who should be moved from the vicinity. Staff are not expected to restrain a child if by so doing they put themselves at an unacceptable risk, nor if any such attempt will exacerbate the situation.

Physical restraint should be an act of care, using the minimum of force to prevent injury and remove the risk of harm, with the restraint being gradually relaxed as the child gains self-control and calms down. Any case of physical restraint must be recorded and the parent/carer informed by the Headteacher.

The LA recognises that in restraining a child, an injury could occur to either child or adult. Any injuries should be recorded in the appropriate Accident book for both pupils and staff.

From the first verbal warning staff should tell the child precisely what they are doing and why. Staff should be sensitive and alert to the child's verbal communication and body language during restraint, reminding themselves and the child that the restraint will cease once the child is calm and has regained self-control. Once released and the child has regained composure, follow up procedures are followed to discuss the reasons and need for the restraint.

The member of staff must provide a clear signed and dated report, detailing the child's behaviour before, during and after the restraint. Care to be taken recording how the child was restrained - where and for how long. Staff who witnessed/assisted with the restraint should also provide a written, signed and dated report. These reports will be held by the Headteacher.

### **Special Needs (SEN)**

Our expectations in standards of behaviour are high. It is possible that there will be a small number of children where additional support and guidance will be necessary in order for them to achieve an acceptable standard of behaviour.

### **Staff Responsibilities**

All staff should be aware of and take responsibility for pupils' behaviour at all times during the school day, and will follow the procedures outlined and apply them fairly and consistently. They are responsible for ensuring that all members of their class are fully conversant with the expectations of the policy and the consequences of poor behaviour.

The Headteacher is responsible for ensuring that parents, Governors and police liaison contacts are familiar with the policy. The Behaviour Policy will be available on request from the school office and is accessible on the school's website.

### **Monitoring**

The SMT (Senior Management Team) will continually monitor behaviour throughout the school, to ensure rules are applied consistently with some flexibility to take account of individual circumstances.

Specific racist or bullying incidents will be reported to Kent CC and recorded in the Racist/Bullying Incidents folder which is kept in the Headteacher's office.

We aim to promote a caring and safe environment for all our pupils and staff. We do this through:

- Bean School's Code of Conduct.
- Agreed class rules at the start of the school year.
- Recognition and rewarding good behaviour.
- A reward system through house points, celebration assemblies, certificates of achievement both academically and for general behaviour, as well as for class attendance and punctuality.
- PSHE and Citizenship programmes promoting self worth, social awareness and interpersonal skills.
- Whole school, sharing and class assemblies.
- Play leaders from Year 6 leading play with KS1 pupils.

with the intention of building pupils' self esteem and confidence, through establishing mutual respect between all members of the school community.

### **Reported Incidents of Bullying**

- All concerns are investigated, acted on and reported;
- Speak with the person being bullied to gain an understanding of what has happened and provide support e.g. Circle time; mentoring
- Speak with the bully and work with them to provide support to stop them from bullying again;
- Inform parents and seek their cooperation, discuss actions to be taken;
- Ensure all staff have knowledge of problems and follow procedures;
- Impose sanctions if appropriate in line with the behaviour policy;
- Incidents and sanctions to be recorded;
- Stress that physical or verbal retaliation is **not** the answer;
- Persistent bullying will trigger more structured support e.g. close supervision at playtimes with advice from Behaviour Support Service and other agencies sought as appropriate;
- The Headteacher will be informed at the earliest stage of any serious incidents;
- The situation will be closely monitored and liaison with parents/carers maintained to prevent reoccurrence;

**For those being bullied**

Encourage them to develop strategies and talk to someone they trust. The SENCo and wellbeing manager are key members of staff at this stage although all members of staff are expected to support pupils in tackling social issues. Strategies encouraged will be:

- Stay calm
- Be firm and clear
- Take themselves out of the situation
- Tell a friend
- Tell an adult at school
- Tell the family/carers at home
- Write to Worry Bear

This Policy will be reviewed by staff annually.

Ratified: September 2017

Review Date: September 2018