



# Hunter's Bar Junior School Behaviour Policy

# **Behaviour Policy**

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## 1. INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Policy.

At Hunter's Bar Junior School we are committed to:-

- Enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.
- Create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.
- Praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.
- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## 2. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined behavior management system understood by all. (**Appendix 1**)

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***

## 3. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour in the Behaviour Files for each class.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is only taken after the School Governors have been notified.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

## 4. THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.

- or, misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## 5. THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the behavior policy consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the class behaviour Files and report significant incidents to the Learning Mentor.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can also discipline pupils for **misbehaviour outside school**.

Teachers have a specific **legal power to impose detention** outside school hours.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

## 6. THE ROLE OF NON-TEACHING STAFF

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Hunter's Bar Junior School has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treats each child fairly and enforces the behavior management strategy consistently and treats all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher.

## **7. THE ROLE OF THE LEARNING MENTOR**

The school has employed a Learning Mentor whose role it is to support the behavior management process in school.

The learning Mentor will support individual children who are struggling with their behaviour through specific interventions.

All weekly incidents of behavior are recorded onto the school SIMs system. The Learning Mentor uses the records on SIMs to track behavior in school and look for trends and patterns.

All behavior records will be kept up to date by the class teacher.

## **8. PARENTAL INVOLVEMENT**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring pupils are wearing the school uniform.
- By ensuring that pupils have appropriate clothing PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Behaviour Management Strategy - Appendix 1)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (**See Appendix 2. Home-School Agreement**)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £120). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

**Parents** have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

**Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

**Parents** are expected to attend a reintegration interview following any fixed period exclusion from primary. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.

### **Governing Body**

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

### **Children:**

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities, which are part of British Values.

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults
- Racist behavior
- Sexist, homophobic or transphobic behaviour
- Swearing
- Rudeness
- Stealing
- Deliberate damage to school property

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to school staff instructions
- Work independently and co-operatively.

- Work without distracting others.
- Work consistently, always giving their best.

## **9. PROMOTING SELF ESTEEM.**

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success, whilst moving children rapidly to the year appropriate standard.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

## **10. STRATEGIES**

In order to assist with the implementation of our discipline policy, **staff** should:

- Aim to be good role models.
- Supervise children to and from classrooms and to and from playgrounds at morning break and lunchtime.
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking on the left in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Give reasoned explanations for the behaviour management strategy and resulting sanctions
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use a common reward system throughout school with gems awarded for exhibiting aspects of the Secrets of Success.
- Praise individuals, groups, classes or year groups as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.

- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Utilize present communication systems in school.
- Involve the Learning Mentor in supporting behavior.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator.
- Arrange for counselling in school with an appropriate adult when necessary

## **11. CLASSROOM MANAGEMENT AND PROCEDURES**

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

## **12. POSITIVE BEHAVIOUR MANAGEMENT**

### **Behaviours which may signify emotional and behavioural difficulties**

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

### **The most important cause of behavioural difficulties – Limited Self-Esteem**

The most important cause of behavioural difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

### **Dealing with emotional and behavioural difficulties in school**

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

## TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

## 13. BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

### Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,

- **Positive Choices** If you do this, then this will happen (positive outcome) if you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults should be good role models at all times
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection.

#### 14. PUNISHING POOR BEHAVIOUR

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, *Section 91 of the Education and Inspections Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

## **15. MALICIOUS ALLEGATIONS**

Allegations of abuse will be taken seriously, and LPS will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

## **16. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **17. DETENTION**

Teachers have a legal power to put pupils (**aged under 18**) in detention.

Hunter's Bar Junior School uses detention (only inside of school hours) as a sanction. It is referred to as reflection time and is part of the sanctions set out in the behaviour process. School does not have to give prior warning to parents that this is taking place.

***Matters schools should consider when imposing detentions***

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher will consider the agreements set out in the behaviour process and the nature of the incident that is resulting in the detention.
- With lunchtime detentions, the school will allow reasonable time for the pupil to eat, drink and use the toilet.
- Whether the detention is likely to put the pupil at risk.

## **18. CONFISCATION OF INAPPROPRIATE ITEMS**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## 19. USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules, e.g. toys from home.

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.

***Please Note: Parental consent is not required to restrain a pupil.***

### 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.

### 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.
- Several members of staff in school have had specific Team Teach training, as part of the training ways of using reasonable force was covered.

### **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 judgment 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.

#### **Schools should:**

- make reasonable adjustments for disabled children and children with SEN.

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

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.

- 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.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

## USING FORCE

- A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:
  - 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.

## 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.

Several members of staff have had Team Teach training.

### Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment 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.

## WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 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.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011]* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## 20. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Classroom Assistants, all support staff and volunteers

- Class teachers
- Peripatetic teachers
- Office staff
- Deputy/ Assistant Headteacher
- Headteacher
- Midday Supervisors

**Rewards can include the following:**

- A gem for demonstrating a secret of success
- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Certificates for academic and non-academic achievement
- Tokens and smiles, Headteacher award on work or as a sticker
- Trophies and Special Awards e.g. Citizenship
- Placing value on achievements e.g. work shown to another class, name in
- Special responsibilities e.g. being a monitor
- Child, group or class, singled out as a role model
- Weekly award of GEM certificate for GEM of the week.

**GEM Family System**

The GEM Family system operates consistently throughout the School as follows:

- Classes are divided into 4 GEM families - mixed ability and behaviour.
- GEM collection bowls are displayed in class
- Children will be awarded a GEM for demonstrating one or more of the school's Secrets of Success. When a GEM or other reward has been awarded they should not be taken away.
- Children may mark up their own individual points, under supervision. The teachers or Year 6 monitors will total up the points on a weekly basis.

- At the end of each week the winning GEM Family are the first to leave the hall and have their lunch.
- At the end of each half term the winning GEM Family receives a reward, which usually takes place on the final Friday afternoon of the half term. Rewards may differ at different times of the year and according to availability of staff and resources. Examples of rewards include: a cinema experience in the hall, use of play equipment on the bottom yard, visit to the local park with sports equipment.

## **21. SANCTIONS**

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Child rectifies the problem they have caused – restorative justice
- Playtime reflection (Yellow form)
- Lunchtime reflection (Orange form)
- Parents informed and involved in the behaviour management process
- Use of report (SLT member or Learning Mentor involved in process)
- Time out e.g. outside area under supervision, another group, another class
- Child moved seat
- Verbal or written apology
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehavior.
- Referral to Senior Management/Headteacher

### **Further Sanctions**

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds

- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.
- Prior to the exclusion of a child these steps should be taken:
- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written – where appropriate

## **22. STAGES OF INTERVENTION**

The school's discipline procedures can be summarised into five stages. These stages of intervention should be logged and dated in the Concern Files.

### **Stage 1**

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school (usually the Learning Mentor)
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

### **Stage 2**

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Headteacher

### **Stage 3**

- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher, Inclusion Manager or Learning Mentor to be included as necessary. Involvement of appropriate external agencies may be considered.
- A pastoral support plan may be agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

### **Stage 5**

The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

## **23. PROCESS AND RECORD KEEPING**

- For each class the teacher will keep a weekly record of behavior in the class behavior file. The results are passed to the Learning Mentor on a weekly basis.
- The teacher, Learning Mentor or Headteacher may deem it necessary for some children at some points in the year that informal notes are kept; which may be discussed at consultations with the parents or at other informal meetings.
- For some children with specific needs the school may feel another level of support is required, which, where possible will sit within the normal behavior system. Where this is the case an individualised behavior plan will be drawn up and will include careful reviewing and monitoring of events that have taken place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. As part of the individualized plan a framework of rewards and sanctions is agreed with everyone working with that child. This may include an evacuation plan.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. weekly behaviour file, timetable based monitoring.
- TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the Head teacher, Inclusion Manager or Learning Mentor may be set up a

Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.

- *In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.*

**(For more information on exclusions, please refer to Exclusion Policy)**

## **24. REVIEW AND MONITORING**

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle.

# Hunter's Bar Junior School 2017-18



## Behaviour system 2017-18

## **Contents**

1. Expectations for all staff
2. At the beginning of each new year
3. Yellow incident behaviour
4. Orange incident behaviour
5. The report system
6. Red incident behaviour
7. Return to school arrangement
8. Lunchtime arrangements

### **1. Expectations for all members of staff**

- **All staff** members ensure the system is followed to provide consistency across the school.
- We use positive behaviour management strategies delivered through the Secrets of Success model and develop positive relationships with all children. We pre-empt behaviour problems by planning ahead and engaging the children through stimulating learning experiences to minimise any low level behaviour incidents.
- We use gems and gem-cards (to be re-allocated by monitors at the start of each week) to reinforce positive behaviours throughout school at playtime, assemblies, class time, corridors, lunchtime, end of the day, toilets etc.
- Incident forms and any additional paperwork are stored in the behaviour folder to create paper trails. All forms are stored in the staff room.
- We inform the HT/SLT regarding any serious incident immediately.
- The Learning Mentor and teachers keep parents informed regularly about their child's behaviour to avoid a build up of incidents to be dealt with.
- Consequences are always supervised by a member of staff and are never administered without supervision. Arrangements could be made across the year teams to support this but it is important that as much as possible the teacher spends the reflection part of the sanction with the pupil in question.
- The staff member reporting the incident administers the incident form paperwork and passes onto the relevant teacher. Part time staff might be an exception if not in the next day to follow up incidents.
- All incident forms are compiled in the class behaviour folder. These are accessible to the Learning mentor and SLT.
- Each class teacher sets up a simple behaviour logging chart (class list grid) every half term to track each child's behaviour.

### **2. At the beginning of a new school year**

- Teachers co-construct a class behaviour charter with no more than 6 rules, using the Secrets of Success as a guide for discussion.
- Adults and children discuss the following: Keeping all people safe in the school, striving for high standards of behaviour in and out of the classroom, developing excellent attitudes to learning, showing manners to all people, self-regulating in all

environments and maintaining a primary focus on learning towards academic, emotional and social achievement.

- Visual reminders such as photos in class are used to reinforce the agreed rules.
- Teachers display rewards agreed in the class for making positive choices.
- The Secrets of Success are displayed clearly in the class near the gem pots if possible.
- The child-friendly behaviour management process (yellow/orange/red) is discussed with the class and displayed clearly.
- Strategies to avoid situations leading to incidents are discussed in class.
- Children are shown how to reflect successfully if an incident occurs.
- Circle time is used to discuss and role play behaviour scenarios.
- Buddy classes are established so that children requiring time out can have a pre-established CT and room to go to.
- Self regulation and behaviour expectations for other adults and break time are discussed rigorously in classes.

### **3. (Yellow) low level behaviour that show pupils are not ready for learning**

For example: shouting out, distracting others, being out of their seat and talking over the learning.

1. Rule broken once - Acknowledge behaviour with non verbal sign/look/point to visual reminder, proximity praise to other children, space proximity to the pupil, gentle physical reminder.
2. Rule broken again - Remind child about rule broken, give the 'choice' to correct behaviour, name recorded out of public view.
3. Rule broken again – Loss of 5 minutes quietly administered with no emotion dialogue. Yellow form to be filled in at break-time/ behaviour log updated.
4. Time out in the classroom
5. Rule broken again – Time out in another area of the classroom (**not sent outside as a punishment without work**)
6. Rule broken again – Time out (with work to complete) in buddy class.

#### **Break - time reflection**

Child fills in yellow reflection form which is signed by teacher and child and placed in the behaviour folder; short discussion with teacher; child receives a yellow mark on the behaviour log chart. All missed work to be completed.

#### **Persistent yellow low level behaviours over the half term**

3 yellow incidents – Friday meeting with year team leader (children to bring their reflection forms)

5 yellow incidents – parents informed by class teacher; learning mentor involved and will now note them for tracking.

10 yellow incidents – Learning mentor informs parents and conducts a conference with pupil

15 yellow incidents – Child is put on HBJs report. LM arranges meeting between SLT, parents and pupil to set targets. See report process for further details.

The LM collates weekly behaviour logs from teachers and presents to Head Teacher who will speak to any children. Behaviour cover sheet is taken to Monday morning briefing by CT and given to mentor. Sheets are returned at lunchtime.

4. **(Orange) - Immediate acts of significant negative behaviour** e.g. play-fighting, hurtful words, hurtful hands and feet, disrespecting adults and racial slurs.
  - When the incident is of a serious nature and may require a detailed report, the staff member completes an incident form in detail with all children's points of view recorded. Copies are made for each child involved in the incident and are filed away in the behaviour folder.
  - An orange mark recorded in behaviour record.
  - Sanction: Orange reflection form filled in at next lunchtime alongside a senior member of staff to ensure quality reflection (30 minutes). Restorative justice will be built into the reflection dialogue to show that the pupil can contribute back to school or repair a relationship.
  - Sanction: Full loss of lunch time
  - An SLT member will be located in the library from 12:35-13:05 to cater for any children following up an orange consequence (thus freeing up the CT).
  - CT informs parents about the incident.
  - LM and CT spend time with the adult or child affected to offer support.
  - Pupil meets up with the year team leader on Friday LT 12:05.
  - LM informs parents after 2 orange incidents.
  - At lunchtime the child will take their orange form down to the lunch hall and then return back to the SLT member of staff in the library.
  - The SLT member will supervise the children and sign the orange form. This will then be returned back to the class teacher.

### **3 incidents for 'orange' behaviours**

- Pupil is put on report (see report process)
- Parents are informed by CT or LM and a report meeting is arranged.
- HT and SLT informed.
- LM to trigger nurture support work with the child.
- LM to check in with the child throughout the week.
- If poor behaviour persists despite being on report...they will be fast tracked to HT for a more severe consequence.

### **5. When a child is on report...**

- A meeting between CT, LM, parents and pupil will co-construct SMART targets, discuss incentives, explain any new expectations, relay the importance of getting the report signed for every day, and plan out how the pupil will be supported in school (LM nurture programme, limited play times, restorative justice etc).
- CT and LM to guide and support the child on report throughout the week.
- The report is reviewed at the end of the week by the CT, parent and child.

- Teachers to share report with parent/carer at the end of the day. To be signed/discussed over the phone.
- All staff are informed via email and the Monday briefing about the child on report.
- Break-time and Lunchtime staff members are made aware of these children in order to monitor and assess their behaviour.
- Staff members 'catch' the children showing good behaviours giving appropriate praise and gems.
- If incidents continue during the report period, additional restorative justice is employed (contributing back to the school) and more significant consequences may be installed (in consultation with SLT) e.g. not going out to break-times or lunchtimes, parents supporting in school etc.

6. **(Red) behaviour incidents** e.g. putting others or themselves in danger, fighting, unprovoked attack, damaging school property, absconding, assaulting children or adults, 'significant' racism and prejudice

- Red card sent to LM or office to find first available adult if the situation is dangerous.
- HT, DH and LM to be informed immediately.
- Incident report to be written with precision talking to all people involved (LM to support). Copies made for each involved child's record.
- Parents to meet with appropriate staff i.e. CT, SLT, LM
- Headteacher consequences to be decided taking into consideration the needs of the child and family involved:

1. Internal exclusion
2. Internal seclusion
3. Fixed term exclusion

7. **Return to school meeting with HT, parents, child and LM**

A 'Return to school' meeting takes place between parents, SLT, CT and pupil. Pupil is put straight onto report to help guide and monitor behaviour (See report process).

LM defines their role to support the child in the next few weeks.

Restorative justice will be employed to help the pupil contribute back to school.

Pre-emptive measures may be installed to help the child become successful.

8. **Lunchtime arrangements**

All lunchtime staff members foster positive relationships with the children, particularly in their allocated class.

Gem cards are given out to reward positive behaviours on the yard.

Mid day supervisors circulate frequently to increase their visibility on the yard.

Assertive behaviour management strategies will be used i.e. reminder of the rule, consequence given (See process above).

Following a yellow incident, the Mid day staff member will give the child a yellow reflection form, ask them to fill it in, receive it back ready to give it to the class liaison MDSA at 1pm who will then give it back to the class teacher.

### **12:05 – 12:35**

TA3s are supervising on the yards.

Each mid day supervisor/ TA3 will have a clipboard and bank of incident reports ready to use if necessary.

Where possible, all behaviour incidents should be given an appropriate consequence immediately by the TA3s (walking around with them for the remainder of the lunch).

If a child is refusing to follow the instructions to complete a consequence and is defiant and un-cooperative they will be escorted to the sunshine room to speak to a member of the SLT from 12:35.

All incident forms are filled in by lunchtime staff with precision and handed back to class teacher at 13:05 when the children line up in the classes.

Any conversations between a lunchtime staff member and the CT about a pupil's behaviour needs to be done discretely and away from any children.

Class teacher will record the incident on the behaviour log.

### **12:35 SLT and the library**

SLT will be located in the library from 12:35 daily to receive any children owing lost break or those who have made significant negative choices at lunchtime.

## **Lunchtime incidents and their consequences**

### **Yellow**

Annoying other children

Playing inappropriately e.g. inside the school

Being unkind to another pupil

### **Orange**

Play fighting

Intimidating other children

Encouraging fighting and extreme behaviours in others

Disrespecting adults (ignoring them, being rude)

Swearing

Pushing and shoving

### **Red**

Assaulting a child or an adult

Fighting

Causing danger to others

Damaging school property