



Frithville Primary School
Federated with
New York Primary School

BEHAVIOUR POLICY

Plan approved by Governors

Review in Summer 2017

Signed on behalf of Governors: **Sue Brackenbury** Date: **14/07/2016**

Presented to the governors for approval.

1. Introduction:

- 1.1. The Governing Body is committed to the safeguarding of children and young people across the Federation and the wider community.
- 1.2. The Federation policy reflects the consensus of opinion of the whole federation staff, governors, pupils and parents. It has been drawn up as a result of staff/governor discussion and pupil/parent consultation.

2. Behaviour At Our Federation:

- 2.1. The way we behave within the federation directly affects our ability to learn, teach and successfully communicate with others. 1000 interactions a day, every one of them has to be right!
- 2.2. Wherever children are growing, learning and testing the boundaries of acceptable behaviour there will be problems. Our success is tested by the way we deal with the problems; not by the absence of them.
- 2.3. This policy aims to set out the expected behaviour of everyone in our federation. It defines 'good behaviour' and explains how we will encourage children to behave positively within federation. This policy will also define our methods of discouraging negative behaviour within the federation.

3. Our Mission:

We aim to give every child, attending our schools, the opportunity to be happy and achieve their full potential.

4. Who Is Involved?

The development of positive behaviour is the responsibility of everyone involved with the federation. It includes such people as governors, staff, parents, children, outside agencies and members of the local community.

5. Defining Acceptable Behaviour

Acceptable behaviour depends on the example of us all. Everyone has a positive contribution to make:

- We all expect to be treated with respect, be listened to when talking, answered when we question and treated as an individual.
- We all expect to be spoken to politely, be taken seriously and helped when needed.
- We all expect the views, thoughts and beliefs of others to be respected.
- We should all conduct ourselves in a calm, quiet and caring manner.
- We all expect to be able to work and play without fear or intimidation.
- We should all respect the schools in our federation, our property and that of the people around us.
- Staff expect the children to do as they are asked first time when giving instructions and directions.

6. Encouraging Acceptable Behaviour:

- ✓ Expect high standards of behaviour, work, honesty and respect
- ✓ Be consistent
- ✓ Be positive and build relationships
- ✓ Know your pupils as individuals
- ✓ Arrive promptly
- ✓ Be prepared for the lesson
- ✓ Encourage creative dialogue
- ✓ Keep an attractive, clean and tidy room

- ✓ Maintain interesting wall displays
- ✓ Explain and demonstrate the behaviour we wish to see
- ✓ Give praise when acceptable behaviour is seen
- ✓ Inform parents of a child's good behaviour
- ✓ Deal with misbehaviour wherever and whenever it occurs
- ✓ Keep calm
- ✓ Ensure that criticism is constructive and related to behaviour, actions, aims and targets
- ✓ Carry out any sanctions threatened

Some children may need further support in the form of:

- Picture cards to indicate instructions
- Ask them to repeat instructions to make sure they have understood what they have been asked to do
- Ensuring activities are at an appropriate level of challenge
- Provide opportunities for time out for those children who find social situations challenging

7. Rewards:

- ✓ Praise for acceptable behaviour and high standards of work and effort
- ✓ Awards for acceptable behaviour, good work and effort:
 - Each child in one of three/four teams
 - Move up the "Reach for the Stars" Chart. 1pt, 2pts and 5pts.
 - Points go towards house Team Point charts
 - Annual winning team presented with trophy.
- ✓ Recognition in front of a group, class or whole federation and at Golden Book assemblies with Shining Star Certificates.
- ✓ Deputy Head informed of good behaviour and high quality work
- ✓ Parents informed of good behaviour and high quality work (Parents' attend Golden Book assemblies)
- ✓ Headteacher informed of good behaviour and high quality work, reward with gold stickers.
- ✓ Extra responsibilities or duties, displaying the need for trust, awarded.

8. Golden Rules:

Everyone in our federation will always strive to:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

9. Sanctions:

- 9.1. Sanctions should be avoided as far as possible and a warning given before sanctions are imposed (in most cases). They should be appropriate and only given where there is substantial proof of any offence.
- 9.2. A hierarchy of sanctions will be applied. It is expected that this hierarchy will be followed with the next level of sanctions being applied only if the previous has failed.
- 9.3. Staff are expected to use their professional judgement to decide which level sanctions will begin at. This will depend upon the seriousness of the problem and also previous sanctions applied for the same or similar offences.
- 9.4. Regular discussions will take place to ensure that sanctions and levels are being applied consistently by all staff.
 - Look, ask, tell, do something about it
 - Avoid confrontation in the classroom; you never win!
 - Move down the "Reach for the Stars" Chart. -2pts and -5pts.
 - Miss playtime
 - Two slips in a week then parents are contacted.
 - Several over a long period then parents are contacted.
 - Serious incidents are immediately logged on a yellow serious incident sheet.
 - Headteacher in contact with parents/carers – parents will be informed at each point thereafter.

- Placed on report/home-federation diary
- Contract signed
- Outside agencies informed
- Temporary exclusion
- Permanent exclusion

9.5. Playground and midday sanctions

9.6. All of the above will apply at these times. Isolation will take the form of time out. An additional sanction of exclusion from lunch time may be used.

9.7. There are occasions when the above sanctions may need to be modified, dis-applied or changed in sequence. Some of these reasons might be that the child has special educational needs or may be experiencing exceptional circumstances. The Headteacher will always be consulted when exceptions are made.

10. Recording:

Each school will have a behaviour book in which all cases of unacceptable behaviour will be recorded. This will allow us to see trends and be able to communicate between staff more easily. Class teachers should be informed of all unacceptable behaviour so that it can be logged in the behaviour book. Behaviour and incidents that need reporting to the Headteacher, or is needed to be kept on file, can be entered onto a yellow 'Incident Form' and handed to the appropriate teacher.

11. Bullying:

11.1. We take the issue of bullying seriously, it is unacceptable behaviour that, we accept, may happen. It is vital if there is any suspicion of bullying taking place that action should be taken immediately.

11.2. Children should always be encouraged to inform a teacher or member of federation staff if any incident occurs in either school or when on visits. This is a key issue in overcoming any problem of this nature.

11.3. By its very nature, bullying may be underhand and secretive, so children must help us be aware of their problems. We must emphasise to the children that we will deal with the problem sensitively. Every complaint will be investigated.

Bullying Behaviours

There are many definitions of bullying, but most have two things in common:

- It is deliberate and hurtful
- It is repeated over a period of time

Bullying takes many forms, we consider these to be acts of bullying:

- Persistent name-calling of insulting or involving any of the nine "Protected Characteristics."
- Persistent non-verbal threatening behaviour, eg invasion of personal space; leaning into a person; pushing face into person's face – all done repeatedly to intimidate and frighten
- Persistent acts of violence against a person such as pinching and nipping; hair pulling; pushing; kicking; punching; slapping; taking personal belongings
- Indirect acts – spreading nasty stories about someone; exclusion from a social group over a period of time

We do not consider these to be acts of bullying:

- Friends falling out
- Single outbursts of name-calling during an argument
- A "fight" which has developed out of the blue and is quickly defused

There is never one clear set of actions that are appropriate to every situation. However an outline of action is:

1. Incidents will be recorded and may be kept on file.
2. Analysis of bullying situations will take place. There may be a pattern of situations revealed. It may then be possible to deal with the root cause.
3. Parental co-operation will be sought, both those of the victim and bully, if the incident has been recorded.
4. Federation sanctions will be applied as with any other form of unacceptable behaviour.

We wish to address the issue of bullying, and take the following action:

- Tackling reports of bullying by listening, taking both sides of the story, asking witnesses for their account
- Dealing with perpetrators, supporting victims – involving parents, mediation, buddy systems, discussion and increased home-federation contact. Our federation has an "open door" policy where parents are always welcome and seen at the earliest convenient opportunity
- Measuring occurrence, frequency, type/form – keeping records of names, dates, details and outcomes

- Raising awareness of children, teachers and staff, parents – using circle time, assemblies, federation open day, display of policy aim and children’s work, discussions at federation council, inclusion on annual parents survey, staff training
- Preventing bullying through SMSC curriculum input – circle time, drama and role play, class discussion, learning to be assertive and resolve conflict. This is ongoing throughout the federation and is increased when an incident of bullying is reported
- Encouraging children to report occurrences – we will be seen to empathise, listen, respond and take action.

12. USE OF FORCE:

- 12.1. In very extreme cases, there may be times when force has to be used to control or restrain a pupil. Such times may occur when the above measures have failed, or in an emergency. The majority of classroom staff have been trained to use “Team Teach Techniques”.
- 12.2. This section defines what types of force may, and may not, be used; when it may be used, by whom and what happens afterwards.
- 12.3. All teaching staff and midday supervisory staff working at the federation are authorised, by the Headteacher, to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:
- *Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);*
 - *Injuring themselves or others;*
 - *Causing damage to property (including the pupil’s own property);*
- 12.4. Additionally, teaching and learning support staff is so authorised to use reasonable force as above, to prevent a pupil from:
- Engaging in any behaviour prejudicial to maintaining good order and discipline at either school or among any of our pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere.
- 12.5. This provision applies when a staff member is on the federation premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a federation trip or other authorised out of federation activity.
- 12.6. Section 550A of the Education Act 1996 which deals with the use of physical force is quite complex and quite prescriptive. Appendix A is a copy of the guidance every authorised member of staff will receive on the use of force to control or restrain pupils.

13) EXCLUSION:

- 13.1. A pupil may be excluded from the federation by the Headteacher for any serious and urgent breach of the Federation’s Behaviour Policy, or where the child’s continued presence at either school compromises the safe conduct and good management of that school.
- 13.2. Only the Headteacher (or the acting Headteacher or teacher in charge in the absence of the Headteacher) has the power to exclude a pupil.
- 13.3. Governing Bodies will not be asked to take decisions on whether a pupil should be excluded.
- 13.4. In a case of a pupil displaying behaviour that is likely to lead, in the long term to exclusion, one or more support agencies will be involved at a very early stage. The support agencies are:
- Education Welfare Service
 - TLC Teaching and Learning Centres
 - (STAPS Specialist Teaching and Applied Psychology Service
 - SENDSAP Special Education Needs Disabilities Statutory Assessment and Provision
- 13.5. When the federation’s efforts to deal with a problem both internally and by involvement of support agencies fail, exclusion will be considered.
- 13.6. **Exclusion Procedure**
- The federation will follow procedure laid down, and advised, by the Local Authority (LA). In summary this means:
- The head will make every effort to contact the pupil’s parents immediately to inform them of the exclusion. The head will also write to the parents as a matter of urgency to confirm that the pupil has been excluded and inform them of:
- The reason for the exclusion. Where more than one incident has contributed to the decision to exclude, these will be recorded and included in a document which will be given to the parents at the time of the exclusion.
 - Whether the exclusion is:
 - for a fixed period (specifying a date of return), or
 - permanent;

- Their right to make representations about the exclusion to the governing body or the independent appeals panel;
- Their right of appeal to the governing body (through the clerk to the governors);
- Any conditions for the pupil's re-admission

A copy of the leaflet giving parents information about exclusions will accompany the letter.

The head will telephone the Chair of Governors and will inform, in writing, the School's Services Section, to inform them of the exclusion.

Correspondence to parents, the chairman of governors and the Director of Children's Services will be signed personally by the head and despatched by first-class post.

Where the head has decided to exclude a pupil, the exclusion will normally take effect from the end of the school day. An excluded pupil may be sent home earlier in emergencies, but the head will have regard to the availability of transport, the age of the pupil and the presence of a parent or other responsible adult to receive the pupil.

The School's Services Section will immediately inform the Education Welfare Officer.

Unless the exclusion is for a very brief period or has been accepted as a permanent exclusion by the County Council, the federation will make appropriate arrangements for the pupil's continued education.

The head or a teacher designated by the head will oversee these arrangements and maintain appropriate contact with the pupil.

APPENDIX A

Guidance on the Use of force to Control or Restrain Pupils

Staff should have attempted all other means of control or restraint possible before resorting to reasonable force. There is no definition of 'reasonable force' so the following should be considered:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. The use of physical force is not justified to prevent a pupil from committing a trivial misdemeanour or where force is not needed.
- The degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Practical considerations

Before intervening physically, a staff member should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a staff member should not intervene in an incident without help (unless it is an emergency). For example, when dealing with a physically larger pupil, or more than one pupil, or if the staff member believes that he or she may be at risk of injury. In these circumstances the staff member should remove other pupils who may be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The staff member should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to diffuse the situation orally, and try to prevent the incident from escalating.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or,
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a pupil from running off a pavement onto a busy road, or to prevent a pupil hitting someone or throwing something.

In other circumstances staff **should not** act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear:
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Recording Incidents

The Headteacher or deputy must **always** be informed if physical force has been used against a pupil. In all, but minor or trivial, incidents a written record of the incident should be made on a yellow 'Incident Form'. It should be completed as soon as possible after the incident and filed. In most cases parents will be informed of the incident by the Headteacher. This may be done orally or in writing, immediately or at the end of the day.

Complaints

Where a parent has a complaint then the federation's complaints procedure will be followed. Staff should be aware that the use of force might lead to an investigation, either under discipline procedures or by the police and social services department under child protection procedures.

Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and Belief
- Sex
- Sexual orientation