



Cliddesden Primary School

POSITIVE BEHAVIOUR POLICY

February 2019

This policy will be reviewed every 3 years

Ratified by the Governing Body March 2019

Stephen Mourant Chair of Governors Date:

Headteacher: Date:

1 Introduction

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on physical restraint and exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way disrupts learning, is unacceptable in our school and through the constant promotion of positive behaviour, we seek to minimise if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

2 Aims and objectives

- 2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's Behaviour Policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school expects every member of the school community to behave in a considerate way towards others.
- 2.3 We aim to treat all children fairly and to apply this behaviour policy consistently.
- 2.4 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.
- 2.5 The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour
- 2.6 Behaviour expectations are promoted through our school values. These are displayed in class and feature as whole school assembly themes. This is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. (see 3.4)

3 Rewards and sanctions

- 3.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers praise children for considerate, positive behaviour in such a way as to underline its value to our school.

- Teachers award house points for particularly good behaviour and achievements.
- House points are kept as a running total each term and recognised in assemblies.
- On occasions, we nominate particular children who have been supportive of someone else - children's nominations.
- Such nominations are recognised with the award of certificates/stickers in school assembly.
- We award merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We hold a weekly achievement assembly where good work and behaviour is given recognition and rewarded.
- Children can anonymously record incidents of kindness from another child in our 'kindness catcher'.

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

3.3 The school uses a sanction procedure to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation

SANCTIONS

In class	Playtime and Lunchtime
Verbal warning about behaviour	Verbal warning about behaviour
Time out within the classroom	Recorded in Behaviour book
Time out in another class	
Sanction for repeated incidence of behaviour or more extreme behaviour e.g fighting/disrespecting adults (complete reflection sheet)	
Refer to Headteacher, following two sanctions in one term	
Meeting with parent, class teacher and Headteacher, following three sanctions in one term	
Formulate behaviour plan with the SENCo	

- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- If a child is disruptive in class, the teacher will follow the sanction procedures above.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident on C-poms and the child is punished by a withdrawal of privileges, such as leisure time. If a child repeatedly acts in a way that disrupts or upsets others, the

school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents. All C-poms beviour related incidents are monitored by class teachers and Designated Safeguarding Leads.

- 3.4 As a Rights Respecting School all our classes have a charter. This is a set of rights drawn up by the teacher and pupils. As part of the charter the expectations for pupils and adults are displayed. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. In addition the school has a set of values that are displayed in class and on the website, and feature as themes for whole school assemblies. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Our School Values

Aspiration

We want to do our best and aspire to great things for our futures.

Teamwork

We are all individuals but also part of a team. We have many opportunities to work together and co-operation is key.

Resilience

We persevere no matter how difficult the task is. We hold the view that the harder you try, the better you get.

Responsibility

We are all responsible for our learning and keeping our school a safe and happy place to be.

Kindness

No act of kindness, however small, is ever wasted. - Aesop

Respect and Tolerance

Everyone deserves respect and should be treated with dignity. We promote this value within and outside our school. We celebrate diversity. We may have different opinions and beliefs but should always respect our differences.

Honesty

Be honest at all times no matter what has happened. Remember that honesty brings trust.

- 3.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others. (see Anti-Bullying Policy)

4 The role of the class teacher

- 4.1 It is the responsibility of class teachers to ensure that their class charter is respected and adhered to in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 4.3 The class teacher treats each child fairly, and enforces the learning behaviour charter consistently. The teachers treat all children in their classes with respect and understanding.
- 4.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
- 4.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Inclusion Manager discuss the needs of a child with the education social worker or the Local Authority's behaviour support service.
- 4.6 The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the Headteacher

- 5.1 It is the responsibility of the Headteacher 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 children in the school.
- 5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 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. These actions are taken only after the school governors have been notified.

6 The role of parents and carers

6.1 Our school requests that parents and carers enter into a Home-School Agreement with the school annually at the beginning of each school year, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

6.2 We expect parents and carers to understand and support us.

6.3 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

7 Restrictive Physical Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils - Guidance (DFE 2013)*. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

The restrictive physical intervention policy should be read in conjunction with the Hampshire County Council (HCC) policy and guidance for schools and *The Use of Force to Control or Restrain Pupils - Guidance (DFE 2013)*.

Restrictive physical intervention should only be used as a last resort if a child's safety, or the safety of others (adult or child), is at risk. 'Reasonable force' remains the guiding principle.

All teaching staff and LSAs designated by the Head Teacher are authorised to use restrictive physical intervention procedures in accordance with the HCC guidance.

Where an individual child has an Individual Behaviour Management Plan (IBMP), which includes the use of restrictive physical intervention, we ensure that such staff receive

appropriate training and support in behaviour management as well as restrictive physical intervention. We consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/guardians.

We use this risk assessment to inform the IBMP that we develop to support the child. If this includes restrictive physical intervention it will be as just one part of a whole approach to supporting the child's behaviour. The IBMP outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour
- How we adapt our environment to better meet the child's needs
- How we teach and encourage the child to use new, more appropriate behaviours
- How we reward the child when he or she makes progress
- How we respond when the child's behaviour is challenging (responsive strategies).

In most situations, our use of restrictive physical intervention is in the context of a prior risk assessment which considers:

- What the risks are
- Who is at risk and how
- What we can do to manage the risk (this may include the possible use of restrictive physical intervention)

The parents of any child who is known to need restrictive physical intervention should be consulted about how situations will be dealt with.

Where staff need specific training in the use of restrictive physical intervention, we arrange that they should receive Team Teach training, through Hampshire County Council. This training is accredited through the national accreditation system set up by BILD (British Institute of Learning Disabilities). We ensure that staff have access to appropriate refresher training.

Further, we actively work to ensure general training is accessed by our staff in the following areas:

- relating to legal issues policy and risk assessment
- in addition to behaviour management strategies such as positive approaches to behaviour management
- de-escalation techniques and managing.

A record of such training is kept and monitored.

We record any use of restrictive physical intervention using the record sheet in the Hampshire *Planning and Recording Physical Interventions in Schools* booklet.

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educationalpsychology/heps/heps-policies.htm>

8 The role of governors

- 8.1 The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- 8.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

We monitor the use of restrictive physical intervention in our school. Headteacher and safeguarding governor are responsible for reviewing the records on a termly basis, and more often if the need arises, so that appropriate action can be taken. The information is also used by the governing body when this policy and related policies are reviewed.

9 Fixed-term and permanent exclusions

- 9.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.
- 9.2 The school follows the national Exclusions Guidance, published by the Department for Education in 2012, and has regard to the standard national list of reasons for exclusion and this policy will be reviewed in the light of any legislative changes.
- 9.3 Only the Headteacher (or an acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 9.4 If the Headteacher excludes a child, he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 9.5 The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 9.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 9.7 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- 9.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 9.9 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

9 Monitoring and review

- 10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The school keeps records of Stage 2 and 3 incidents of inappropriate behaviour (see appendix 1) on C-poms. This will include incidents in class, in the playground and on the way to and from school. It will also include incidents reported by parents. All staff have access to logging incidents on C-poms with class teachers having access to notifications. Designated Safeguarding Leads (DSL) will be notified via C-poms to incidents at Stage 2 and 3 or any other safeguarding issues. The Headteacher and Inclusion Manager have access to all reported incidents at all three stages
- 10.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.4 It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools* (published by The Commission for Racial Equality), and that no child is treated unfairly because of race or ethnic background.
- 12.5 The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix A: Stages of Recognised Inappropriate Behaviour

Stage	Descriptions of behaviour
1	Interrupting adults Disturbing other pupils Avoiding work tasks Attention-seeking Moving around class without permission Unwilling to work cooperatively with peers e.g. turn-taking, sharing
2	Using abusive/racist language/behaviour Lies Does not accept responsibility for behaviour Throws objects Refusal to follow an adult request Physically inappropriate Intentional harm towards another pupil Incites peer conflict Damaging or taking property Refusing to enter/leave class Leaving class without permission Verbal abuse towards member of staff Absconding (remaining within the school grounds)
3	Uses inappropriate sexual behaviour Fighting (persistent) Bullying Seriously hurting another child Serious and deliberate damage to school/others property Physical assault on a member of staff Criminal damage Bringing offensive weapons/illegal substances into school Absconding (leaving the school site) Racist physical violence Cyberbullying