

Denby Dale
First & Nursery School



BEHAVIOUR POLICY

Denby Dale First and Nursery School Behaviour Policy

Aims

- to ensure that our expectations of good behaviour are clearly communicated to children irrespective of race, creed or gender.
- to develop a consistent whole school approach for promoting good behaviour.
- to promote a calm, caring and stress-free school environment.
- to develop a sense of self-confidence, independence, self-discipline in our children.
- to implement procedures for the early identification of children's difficulties and the provision of relevant support.
- to establish procedures which determine a clear and consistent approach to bullying, disruptive or unacceptable behaviour.
- to develop partnerships with parents and other relevant agencies to support the development of good behaviour in school.

Objectives

- to raise self-esteem and teach good behaviour through the organisation, content and delivery of the curriculum.
- to ensure a shared understanding of the principles of behaviour management and consistent school practice through a planned school development programme.
- to ensure the application of SEN policy where children have behavioural difficulties and produce an Individual Education Plan for those who are on the SEN register.
- to ensure that the development and progress of children with behavioural needs is regularly monitored and reviewed within staff meetings.
- to ensure that whole school provision is regularly monitored and that practice is consistent.
- to prevent or effectively manage incidents of bullying, sexism or racism if and when they occur.
- to ensure continuity and progression of the curriculum; to allow children to have responsibility for their own learning; to provide opportunities to exercise independence, self-discipline, respect and responsibility for others.

Value Statement

At Denby Dale First and Nursery School, we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. The school's policy is intended to promote positive attitudes and to create an environment which enables children to feel safe, secure and important as individuals. We aim to encourage each child's self-discipline through positive praise and the raising of his or her self-esteem.

We wish to encourage the following attitudes:

- individual self-discipline
- acceptance of personal responsibility
- co-operation with and respect for others

The School's Code of Conduct clarifies these goals for the children and their parents. Children will be made aware of the code at the beginning of each school year and at other times as is thought appropriate. At the beginning of each academic year, as part of the PHSE programme of study, teachers and children in each class will discuss and formulate a classroom Code of Conduct. This will be displayed in the classroom and referred to throughout the year.

Good order and discipline in school is seen as the responsibility of all staff and it is important that everyone works together to achieve the school's aims - praising and encouraging good behaviour in a consistent manner, whilst dealing firmly, fairly and consistently with children who disregard the Code of Conduct.

It is essential that any judgements about children's behaviour are fair and consistent and in line with our expectations. Sanctions will be appropriate to the misdemeanour and not given out in the heat of the moment. Positive strategies for encouraging good behaviour are included below. It must always be remembered that we do not disapprove of any individual children, even though we may disapprove of an individual's behaviour.

Expected Good Behaviour in School

It is very important that we set clear limits about what is acceptable or unacceptable in school and that we put sanctions into force if a child is unable to cope with classroom life. With a quality curriculum, warmth, approval and firmness most children will succeed. If they are not succeeding the following strategies may help.

Each class will have an individual set of rules for good behaviour, which they will have formulated together at the beginning of each school year. They will have their own reward system for the children.

It is very important for the teacher to show warmth and approval to children so that they have a pattern of caring to model themselves on.

Positive Behaviour Strategies

1. Always look for the good in children
2. Try to praise and encourage as much as possible
3. Be specific about praise; say exactly why you are pleased with the child, so that they can repeat their good behaviour
4. Address 'low grade' inappropriate behaviour by praising the appropriate behaviour that a nearby child is displaying
5. Have high expectations and communicate them to the children
6. Be consistent and fair
7. Try to put a child's behaviour into a wider perspective
8. Use 'I' statements, not 'you' statements
9. Direct children's behaviour positively; 'Do this,' rather than 'Don't do that'.
10. Avoid confrontation where possible; negotiate and divert children's attention
11. Give your attention to children who are behaving well.
12. Give children eye contact when you are speaking to them and use body language that reinforces what you are telling them
13. Use your sense of humour to cajole and persuade
14. Tell children explicitly how you are expecting them to behave; set boundaries and explain consequences clearly at the start
15. Only make promises that you can keep, or a threat you're prepared to carry out!

Early Sanctions

1. Immediate checking of misbehaviour
2. Disapproval of action.
3. Reasoning and giving opportunity to put things right
4. First warning
5. Send to partner class with work
6. Miss part of playtime or lunchtime, reflect on what has happened and discuss with class teacher.

If a child reaches stage 5 or 6 three times in a half term, or if there are concerns for the child's safety or the safety of others in the class, the class teacher will contact the parents to discuss the situation.

If the behaviour continues and the child reaches stage 5 or 6 six times the head teacher will contact the parents to discuss further strategies to support them.

This may be:-

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans (IBPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

Final Sanctions

In very rare cases where application of the school procedures has not worked the Head will decide, in full consultation with the parents/ carers, if the following last serious sanctions are followed:

1. Short term suspension or exclusion.
2. Long term suspension
3. Transfer to a setting more suitable for the child.

Responsibility

Staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour. The school believes that high expectation leads to high standards and the Home-School Agreement secures this contract between all parties involved.

Parents will be positively encouraged to come into school to share their concerns throughout the year and will be fully involved in the SEN process where a child's behavioural difficulties result in a need to include him or her on the school's SEN register.

Training

All school staff (including teachers, support staff, governors and lunchtime supervisors) will have opportunities to be involved in specific training in behaviour management. This will allow for the updating of procedure and strategies as well as refreshing knowledge and understanding of the school systems.

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The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Body have taken account of advice provided by the DfE – Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force and have received the appropriate training. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-Defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used include the following:

Pupils found fighting who need to be physically separated.

- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil

Recording an Incident

A written record should be made by the staff member involved in the incident.

The record will contain the following information:

1. the name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. the name(s) of the child(ren) involved;
3. when and where the incident took place;
4. names of staff and child(ren) who witnessed the incident
5. the reason that force was necessary;
6. behaviour of the child(ren) which led up to the incident;
7. any attempts to resolve the situation;
8. the degree of force used;
9. how it was applied;
10. how long it was used for;
11. details of any injuries suffered by either staff or child(ren);
12. details of any damage to property;
13. details of follow-up including contact with the parents/carers of the child(ren) involved;
14. details of follow up involvement of other agencies, police, social services.

Debriefing Arrangements

The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Head Teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances