

WARGRAVE C.E. PRIMARY SCHOOL



BEHAVIOUR POLICY

Committee: Curriculum Committee

Date: November 2015

Review Date: November 2017



Achieve Believe Care

Mission Statement

Our school is a happy, vibrant and welcoming place. We believe that everyone should achieve their potential regardless of gender, culture, ethnicity, religion or ability. We want our children to feel secure, to think for themselves, to work hard and to be given the tools to move purposefully through life.

Our Anglican foundation and the Gospel values are the foundation for our teaching. We want our school community to rejoice in God's creation.

We believe that everyone in our school should care for others and for our community. We will be courteous, friendly and open. We want everyone at our school and everyone who visits our school to feel loved, respected and cared for.

WARGRAVE CE PRIMARY SCHOOL – Behaviour Policy

The aims of our school's behaviour policy are as follows:-

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly Christian community in which effective learning can take place.

The aims will be best achieved in a relaxed, pleasant atmosphere in which the children are encouraged to give of their best.

All teachers should try to ensure that the children in their care understand that they are being treated fairly. Children develop a sense of fairness early in life.

The promotion of appropriate behaviour is important in our school because we wish to achieve high standards of education. Therefore, we must have good levels of discipline and mutual respect if these high standards are to be attained.

The aim of this policy is to give a clear code of conduct for all adults and children so that there is a consistent approach for promoting positive behaviour, good attendance, and children's emotional health and well being.

The policy reflects the values and principles that we consider important at Wargrave. As a Church school, we aim to develop an ethos of care, empathy, and understanding. All children are valued, and we aim for all children to experience success and achievement, and to reach their full potential in a safe and secure environment.

At Wargrave we recognise the importance of having a positive approach to behaviour and attendance. Adults should look for opportunities to promote positive behaviour and to raise children's self-esteem. However, it is essential to recognise the importance of clearly stated boundaries of acceptable behaviour, and to create strategies that allow staff to respond promptly and firmly to children who test these boundaries.

It is essential that there are good relationships, where adults and children treat other with mutual respect. All children and adults deserve to be spoken to, and responded to, in a polite and thoughtful manner. Good manners should be taught by example.

1. AIMS OF POLICY

- a. To ensure the safety of the children and staff.
- b. To protect children from abuse or injury, including those which are self-inflicted.
- c. To protect pupils' entitlement to dignity and self-respect.
- d. To protect teachers' entitlement to dignity and self-respect.
- e. To promote equal opportunities for learning and personal development.
- f. To foster the acquisition of self-control, responsibility and accountability among our children.
- g. To provide an opportunity for team work and collaboration between the children and thereby provide an appreciation of interdependency.
- h. To foster individual effort and positive thinking.
- i. To create a learning environment which enables pupils to make choices and to learn from the consequences of these choices.
- j. To give the children confidence in themselves and a pride in their achievements and their school.
- k. To safeguard the teachers against false and malicious allegations

2. CODE OF CONDUCT

To help children develop self-discipline the school uses a Code of Conduct.

This is expanded into five school rules:

At Wargrave we:

1. Work hard and do our best at all times.
2. Are kind and polite to everyone
3. Do not bully and report those who do.
4. Respect and take care of all belongings.
5. Be punctual, smart and orderly in all we do.

3. ROLES OF STAFF

The Role of the Class Teacher

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

The class teachers in our school have high expectations of the children with regard to 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 classroom code consistently. The teachers treat all children in their classes with respect and understanding.

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 through the class behaviour systems. However, if misbehaviour continues, and the child passes through the system, the class teacher seeks help and advice from the Pastoral Manager SENCO or members of the Senior Leadership team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact parents if there are concerns about the behaviour or welfare of a child.

The Pastoral Manager and Class teacher liaise with external agencies, as necessary, to support and guide the progress of each child. The Pastoral Manager or SENCO may, for example, discuss the needs of a child with the Educational Psychologist or the Behaviour and Educational Support team, and appropriate action is taken. Sometimes the day is broken up

into manageable sessions, and the child is rewarded with stickers for each session of good behaviour. In extreme cases this may result in a referral to the Local Authority. Parents are kept informed, and an Individual Behaviour Plan / Pastoral Support Plan may be produced with regular reviews.

The Role of the Head Teacher and Management Team:

It is the responsibility of the Head teacher and Management Team 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 Head teacher & Management Team to ensure the health, safety and welfare of all children in the school. The Head teacher & Management Team supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The SENCO, Learning Mentor and Headteacher keep records of all reported serious incidents of misbehaviour and discuss at our Vulnerable Children Meeting.

The Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour.

4. WAYS TO PROMOTE GOOD BEHAVIOUR

- a. To foster good behaviour in such areas of the curriculum as Health Education, Religious Education and Collective Worship & Assemblies. The promotion of good behaviour is an integral part of the curriculum.
- b. Christian Values are taught both formally within the lesson and informally through the manner in which teachers and pupils behave to one another.
- c. Everyone in our school will be respected and be treated as an individual.
- d. All staff will expect to receive respect from the children.
- e. Staff will foster good relationships with the children, greet and be greeted, speak and be spoken to, smile and relate, communicate.
- f. The children will be praised and encouraged whenever possible. Most pupils react well to praise and there is something worthy of praise in all of them.
- g. The staff will continue to provide a motivating curriculum, as this is an important ingredient of a successful policy on school discipline.
- h. Many problems occur during the lunch break. Games activities carried out by lunchtime staff and activity leaders can help to overcome these, as can activities supervised by members of staff. These can include sporting activities such as netball or soccer practices or other activities such as gardening, art groups and the “wake and shake” programme..

5. SANCTIONS TO CONTROL BEHAVIOUR

- a. Teachers will use preventive strategies where possible. They will “anticipate” problems where children are testing the boundaries of acceptable behaviour.
- b. In a situation in which children are demonstrating challenging behaviour, the teacher will address the situation by listening, establishing the facts and will then judge as to what the appropriate action should be.
- c. In the vast majority of cases it will be the class teacher who deals with the everyday problems involving members of his/her class and sets and supervises punishments where appropriate. In extreme cases, however, it may be felt necessary for a child to see the Key Stage Leader, Assistant Head or Head, particularly in a case in which the truth has to be established, a time consuming affair but one which is essential if children are to grow to feel a sense of fairness. In such cases, after the request has been made, it will be up to the Assistant Head or Head to decide upon the appropriate time for the meeting to take place, a decision based upon the seriousness of the offence.
- d. Once a “reasonable” level of behaviour has ceased to exist then parents **must** be involved. Interviews or discussions between Class Teacher, Pastoral Manager, SENCO / members of the Senior Leadership team will take place to try to discover the reasons for and to rectify the example of misbehaviour. In such a situation, a great deal of patience is required if a confrontational situation is to be avoided. The vast majority of parents will come to such a meeting with a great deal of trepidation and seeking advice and help as to how their child’s behaviour can be improved. Close co-operation with parents is essential in attempting to improve regular examples of misconduct.
- e. Each class will receive a copy of the School Rules which should be displayed in the classroom and discussed with the children. In addition to this, each teacher should have a list of their own “Classroom Rules” drawn up together with the children and agreed upon by them. All parents are offered a prospectus that includes a copy of all school rules and expectations.
- f. The School Council were consulted about what should happen to persistent offenders and the school is looking to operate restorative justice in the near future.

6. RECORDING INCIDENTS OF MISCONDUCT

When a major incident occurs in our school, a record of the incident will be kept. An incident form has been devised which will be completed by the member of staff concerned and signed by the Headteacher. The HT confirms that appropriate actions have been taken in line with the school’s policies and the matter is resolved. Completed forms and copies of blank forms are kept together.

7. GENERAL CONSIDERATIONS ON DISCIPLINE

- a. The Behaviour Policy should be consistently and fairly applied. It should be shown to be reasonable, sensitive and effective. Young children are confused by too much variety of attitude and expectation.
- b. Prevention is always better than cure. The presence of staff on duty or of a teacher in the classroom before the children arrive at the beginning of a session or lesson is a vital and effective way of obtaining good behaviour.
- c. The school has established close relationships with external support agencies such as SE services, Educational Psychology and Social Care so that this basic understanding of the needs of the child and the provision of the right support can be achieved.
- d. In all disciplinary actions it is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
- e. Teachers and other staff who intervene physically, often on the spur of the moment, to avert an immediate danger, will be protected in the eyes of the law.

- f. School discipline is the responsibility of all staff, that is, if a member of staff sees school rules being flaunted, it is the responsibility of that member of staff to intervene and, if necessary, apply some form of reprimand or corrective action.
- g. Verbal abuse towards a teacher or any non-teaching member of the staff of the school will result in the immediate removal of the pupil to a place of isolation under the supervision of a responsible adult until parents can be contacted.
- h. Regular disruptive behaviour in the classroom or in the playground will lead to a fixed-term suspension if the type of misconduct continues after parents have been contacted and the nature of the concern explained. If the disruptive behaviour takes place during the dinner break, then, again after parents have received a warning as to the consequences, the child concerned will be barred from school premises during the period of the dinner break.
- i. Physical assault on any member of staff will result in the immediate exclusion of the pupil. In all these cases illustrated above the LA and the Governing Body of the school will be informed and copies of the letter forwarded to parents will be sent to them.
- j. Abusive or violent behaviour by parents will not be tolerated. If, after the teacher involved has tried to calm the situation, the abuse is repeated, the parent concerned should be requested to leave the premises. Failure to do so will lead to the Police being informed.
- k. Damage to school property, whether it be the fabric of the building, such as a broken window, or damage to items such as books, should be reported to parents with a request for payment in those cases where the damage was deliberately caused.

8. OUR SYSTEM OF CARE

Behaviour Management/Discipline

The aim of the school is to create responsible, well-disciplined individuals. All of our pupils are encouraged to behave as good citizens.

Sanctions List for Behaviour Management

Even in a well-ordered and positive environment, it may be necessary from time to time for the sanctions outlined below to be applied.

We have an excellent positive re-enforcement approach in school but when this fails and children behave in an unacceptable way then the following actions can be undertaken.

1. Verbal reprimand from staff
2. Withdrawal of breaktimes and lunchtimes.
3. Removal from class for a short fixed period,
4. Seclusion with a senior member of staff, withhold participation in any school trips or sports/extra curricular events that are not part of the curriculum
5. In serious cases fixed term exclusion.
6. In serious cases permanent exclusion.

At point 3 and above an 'Incident/Concern Report' form is completed and a copy kept on the school and child's file. A formal letter may be sent home to parents.

At Point 4 the Headteacher/Deputy Headteacher will be informed and a record is made of the incident.

Any pupil involved in bullying, fighting, stealing or using bad language will move immediately to point 3. In extreme cases of serious assault on another pupil or member of staff, points 5 & 6 can be undertaken immediately. Parents will be contacted.

Promoting Good Behaviour - Praise & Reward

We use a range of strategies to reward good work, good attitude, good effort and good behaviour.

On Friday staff nominate a child from their class for applying the BLP with a certificate and a sticker. This is then celebrated in an awards assembly.

Superstars are also given during the week by the Headteacher/Deputy Headteacher for immediate praise. At the end of each term nominations are made by Staff for 'Star of the Term'. Photographs of the winners are displayed.

CLASS DOJO

Every class used Cladd Dojo to log behaviour. For positive and negative behaviour each class uses the following codes and some classes may have some personalised one too. These are used on teacher's laptops and are on view for the children to see.

The positive codes are;

- On task
- Great listening
- Teamwork
- Living the value
- Helping others
- BLP

The negative codes are;

- Off task
- Not listening
- Hurting others
- Not respecting an adult
- Unfriendly
- Bad language

Promoting Good Behaviour – Sanctions

It is important to understand that the vast majority of children in school rarely need more than the occasional reminder of the way they are expected to behave.

The sanctions mentioned below are those which can be applied to a small minority who either occasionally or regularly, as the case may be, flaunt school rules and/or disrupt the education of others.

Behaviour Management – Early Years

All children are rewarded through an agreed system linked to their interest ie. Super Hulk, Micky Mouse Club House

If a child does not follow the expectations they receive two verbal warnings before they are asked to sit out for some thinking. Following on from this if a child continues to need reminding out about the expectations they are spoken to by a member of the senior leadership team. On the rare occasions parents may receive a phone call.

Behaviour Management – Year 1 and 2

1. 1st warning (negative Dojo)
2. 2nd warning (negative Dojo)
3. Time out
4. Spoken to by a member of the Senior leadership team
5. Tell parents

Behaviour Management Junior Department

1. 1st warning (negative Dojo)
2. 2nd warning (negative Dojo)
3. Miss 5 minutes playtime
4. Spoken to by a member of the Senior leadership team
5. Ring parents

Internal Exclusion

If a child's parents have been contacted the decision might be taken to put the child on an internal exclusion – work will be provided by class teacher and behaviour to be discussed with parents. At the time of an internal exclusion a blue form must be completed.

After a Internal Exclusion

An IBP must be put in place - The Inclusion Manager must be involved here. As a result

- Home school diary to be set up and monitored by class teacher and sent home so that parents are kept informed. Length of time for the diary to be determined by class teacher/SENCO Manager.
- Parents **MUST** be seen by the class teacher Management Team staff and regular contact offered (e.g. weekly after school meeting, email).
- All privileges such as after school clubs, matches etc should be removed.
- Key Stage Manager/SENCO Manager to monitor

After 5 internal exclusions

In serious cases fixed term exclusion subject to Head teachers discretion.

In serious cases permanent exclusion

Any pupil bullying, fighting, stealing or using bad language will move directly to seclusion
In extreme cases of serious assault and or serious breaches of the school's Discipline Policy
exclusion can be undertaken immediately.

9. EXCLUSIONS

Exclusion decisions will come into place:

- In response to serious breaches of our school's discipline policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

WARGRAVE CE PRIMARY SCHOOL – Behaviour Policy

Before a child is excluded, in most cases, a range of alternative strategies (as outlined in our Behaviour Policy) will be tried.

This does not preclude or prevent the Headteacher taking immediate action to exclude to protect pupils and staff.

A fixed period or permanent exclusion could be given for a first offence - that involves -

- Physical assault against pupil (PP)
- Physical assault against an adult (PA)
- Verbal abuse/threatening behaviour against a pupil (VP)
- Verbal abuse/threatening behaviour against an adult (VA)
- Bullying (BU)
- Racist abuse (RA)
- Sexual misconduct (SM)
- Drug and alcohol related (DA)
- Damage (DM)
- Theft (TH)
- Persistent disruptive behaviour (DB)
- Other (OT) – must be specified

In our Sanctions List we have fixed period and permanent exclusions - in most cases (except the exceptions noted above). Parents will have been contacted and an Individual Behaviour Plan or Pastoral Support Programme put in place.

Our Behaviour policy clearly states that following following 3 seclusions fixed period and permanent exclusions come into place.

All other types of sanctions will have been used up to this stage and parents/pupils will have been made aware before this point is reached about the consequences of continuation of the unacceptable behaviour.

All efforts will have been made to modify this type of behaviour.

The school does reserve the right to move to exclusion immediately at a first offence for very serious acts of inappropriate behaviour (as outlined previously). This will be exceptional and relate to extreme behaviour.

Our strategies encompass the following guidelines:

- ◆ Clear identification with the pupil of the offending behaviour.
- ◆ Establishing appropriate sanctions short of exclusion in an effort to discourage reoccurrence of such behaviour.
- ◆ Pastoral support.
- ◆ Notification to parents of concerns and sanctions taken.
- ◆ Upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve.
- ◆ Further notification to parents and parental interview.
- ◆ Upon further re-offence, implementation of the exclusion process.

In the absence of the Headteacher, it would fall to the Assistant Headteacher to put in place exclusion procedures – otherwise only the Headteacher can start the process.

The Headteacher will have considered the following points when considering exclusion:

- ◆ With parents have agreed a clear action plan to support the pupil.
- ◆ Followed the school discipline sanctions fairly and consistently.
- ◆ Involved appropriate outside agencies.

WARGRAVE CE PRIMARY SCHOOL – Behaviour Policy

- ◆ Undertaken a Pastoral Support Programme.
- ◆ Considered disapplication of the National Curriculum.

Parents will be informed immediately an exclusion decision has been made. The call will be followed by a letter containing the following information:

- ◆ The period of exclusion.
- ◆ The reason for exclusion.
- ◆ Arrangements for continuing the pupil's education.
- ◆ External advice that may be sought
- ◆ The parents' right to state their case to the Discipline Committee.
- ◆ Whom the parents should contact to state their case.
- ◆ The time frame for their case to be heard.
- ◆ Their right to see the pupil's records.
- ◆ The length of the exclusion.
- ◆ If the exclusion is permanent, all details leading up to the exclusion including fixed-term exclusions.

A Pastoral Support Programme (PSP) will be agreed with parents. It is to help individual pupils better manage their behaviour and will include the following common elements:

- ◆ Be school based.
- ◆ Have identified precise and realistic behavioural outcomes.
- ◆ Have a nominated member of staff as overseer.
- ◆ Be automatic for pupils with several fixed-term exclusions.
- ◆ Be automatic for pupils at risk of failure or disaffection.
- ◆ Will not be used to replace the SEN assessment process.
- ◆ Will have involved other agencies where appropriate, such as housing departments, voluntary organisations, Careers Service or ethnic minority community groups, in drawing up the PSP.
- ◆ The programme should be time limited and identify short-term targets.

The LA should help school with pupils who have a PSP in place.

Outcomes of the PSP may include:

- ◆ Review of learning difficulties.
- ◆ Disapplication of the National Curriculum.
- ◆ Changing the pupils' class or set.
- ◆ Registering the pupil at the school and a PRU (Pupil Referral Unit).
- ◆ Move to another school.
- ◆ Use of external expert support.
- ◆ Placement into a school-based learning support unit

10. ANTI-BULLYING

NO PLACE FOR BULLYING

Anti-bullying statement of practice

At Wargrave Church of England Primary school there is no place for bullying. All staff understand the importance of challenging behaviour that attacks gender, race, religion, sexuality, appearance, ability or prejudice-based language. We understand the difference between conflict and bullying. All staff constantly model appropriate behaviour. We will ensure that we deal appropriately with an incident of bullying by ensuring the following policy is

followed:

- Staff training will take place at regular intervals. The school will form strong links with the LA to ensure its training programme is relevant and up to date
- All bullying issues will be recorded and reported using the appropriate forms. All cases of bullying and actions taken by the school will be monitored and evaluated for effectiveness and impact by the SLT. Incidents of bullying will be included in the head teachers' report to Governors.
- When planning a response to a bullying incident, pupils' views about behaviour and their experience of bullying will be taken into account.
- Pupils and parents will be consulted after a bullying incident has occurred to evaluate the effectiveness of the school response.
- All instances of the inappropriate use of language by children will be recorded in the class concern book. Where the child is unaware of the impact of inappropriate language, the incident will be recorded in the class concern book and will be dealt with by the class teacher. If inappropriate language is subsequently used, the incident will be escalated as a bullying incident, will be recorded using the appropriate forms and action will be taken in line with the behaviour policy of the school.
- The school will regularly independently seek the views of pupils, parents and carers and staff to evaluate whether the school culture and values are positive and safe for all learners.
- Ensure that the PHSE and Citizenship curriculum teaches pupils about all aspects of individual difference and diversity.

Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Purposes

1. Bullying can affect and damage both the school and the individuals within it.
2. Pupils have a right to know that they will be protected from bullies at school and on the way to and from school.
3. Pupils and parents need to know that positive action will be taken and that the matter will be handled discreetly and sensitively.
4. Bullying, in its many forms, must be recognised and acted upon.
5. Both bullies and victims need help and advice.
6. Early intervention is needed to prevent and amend this type of behaviour.

Guidelines

1. Bullying, whether physical or verbal, should be stopped immediately and appropriate action taken.
2. Incidents of bullying should be recorded in the appropriate incident book.
3. The parents of identified bullies or victims should be notified and involved in any action plans decided upon.
4. All playgrounds, toilets or any isolated corners of the building must be regularly supervised.
5. All staff, including non-teaching staff, should be involved in the implementation of anti-bullying policies.
6. All pupils should be made aware of what they should do if they are being bullied.
7. All pupils should be encouraged to report bullying.

8. Victims of bullying need their self-esteem raised by support from teachers, fellow pupils and parents.

Signs of bullying that we look out for include:

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about the problem.
- Being easily distressed.
- Damaged or incomplete work.

Actions to Tackle Bullying

Our first aim is to create an environment in which bullying cannot thrive - prevention is better than cure, so at Wargrave we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. There is provision for school members to report incidents anonymously through class buddies. These buddies also have representation on the school council.

This system of 'Buddies' are pupils who are chosen from Year 6 and allocated to the other year groups. Their role is to be a listening and supportive friend.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The Classteacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Headteacher (using the blue form). Older pupils may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse then it should be reported to the Deputy Headteacher to be recorded through racial monitoring procedures.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying.

Parental Involvement

WARGRAVE CE PRIMARY SCHOOL – Behaviour Policy

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at Wargrave, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources such as the BEST Team, St Helen's Behaviour and Educational Support Team to support our action. This policy is seen as an integral part of our Behaviour Policy.

It is the right of every pupil in the school to receive an education free from humiliation and abuse. It is the responsibility of all staff and pupils to help create an atmosphere which is caring and protective and does not tolerate the victimisation of one person by another.

11. REVIEW AND EVALUATION OF THE BEHAVIOUR POLICY

The Behaviour Policy must be implemented fully by all members of staff and have the full backing of parents if it is to be effective.

Parents will be informed of the expectations that the school has for the behaviour of their children and the positive ways in which good behaviour is encouraged. They will also be informed of the possible consequences if these expectations are not met.

The policy will be reviewed annually in full, but it may be necessary to amend certain sections, if the need arises, during the school year and after staff discussion.

Chair of Governors _____

Headteacher _____

Date approved by the Governing Body _____

CARE AND CONTROL OF PUPILS

Wargrave Primary School

1. Introduction

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Discipline and Behaviour policy is made to parents in the School prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

The policy has been developed in response to the recommendations of Circular 10/98 "The Use of Force to Control or Restrain Pupils", issued following the enactment of Section 550A of the 1996 Education Act.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils e.g. Discipline Policy

The responsible person for the implementation of the policy is the Head Teacher. The policy will be reviewed in accordance with the SDP by the Headteacher and the Governing Body.

2. Purpose of policy

Good personal and professional relationships between staff and pupils is vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Every effort will be made to ensure that all staff in this school:

- (i) clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) are provided with appropriate training to deal with these difficult situations.

However individual members of staff cannot be required to use physical restraint.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

3. Definitions

(a) Physical Contact

Situations in which proper physical contact occurs between staff and pupils, eg, in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

(b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded.

4. Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

Parents should have committed themselves through the Home-School Agreement to ensure the good behaviour of their child and that he/she understands and follows the Schools' Behaviour Policy.

5. Authorised staff

In this school all teachers are authorised to use reasonable force but only non-teaching support staff specifically authorised by the Headteacher to have control or charge of pupils may use reasonable force to manage or control pupils. Within the school, this authorisation will be extended to the following:

School management team members, Specific 1:1 staff.

Authorisation is not given to volunteers or parents.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example to contact an authorised member of staff.

Supply staff will not be authorised to use reasonable force unless they are familiar with this school's policy and have undertaken training.

The Headteacher will maintain a list of those who have been authorised and training which has been provided. This list will be reviewed annually.

6. Staff from the Authority working within the school

Support Services will have their own policies of care and control of pupils but service staff will, whilst on school premises, be expected to be aware of and operate within the policy of this school.

7. Training

Training for **all** staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

8. Strategies for dealing with challenging behaviour

Staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is the second request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues
- Warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance.
- Physical intervention. Reasonable force uses the minimum degree of force to prevent a child harming him or herself, others or property.

9. Escalating situations

The 1996 Education Act (Section 55O A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities);
- self-injuring or placing him or herself at risk;
- injuring others;
- causing damage to property, including that of the pupil himself or herself;
- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

10. Types of incidents

The incidents described in Circular 10/98 fall into three broad categories:

- (a) where action is necessary in self-defence or because there is an imminent risk of injury;
- (b) where there is a developing risk of injury, or significant damage to property;
- (c) where a pupil is behaving in a way that is compromising good order or discipline;

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

11. Acceptable measures of physical intervention

The use of any degree of force can only be deemed reasonable if:

- (a) it is warranted by the particular circumstances of the incident;
- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) it is carried out as the minimum to achieve the desired result;
- (d) the age, understanding and gender of the pupil are taken into account;
- (e) it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

This form of physical intervention may involve staff:

- physically interposing themselves between pupils;
- blocking a pupil's path;
- escorting a pupil;
- shepherding a pupil away.

In extreme circumstances, trained staff may need to use more restrictive holds.

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep talking to the pupil.

12. Recording

Where physical intervention has been used to manage a pupil, a record of the incident **may** need to be kept. Where physical control or restraint has been used a record of the incident **will** be kept. This record should be made on a blue form which will include

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken.

The Blue form report will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher.

- how the incident developed;
- attempts made to calm the situation;
- names of any staff or pupils who witnessed the incident;
- the outcome of the incident including any injuries sustained, by any pupil or member of staff;
- any damage to property which has resulted;
- whether/how parents have been informed;
- and, after investigation, a summary of actions taken.

Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report. They should also keep a copy of the report.

After the review of the incident, copies of the blue form will be placed on the pupil's file and in the school's general file on the use of reasonable force.

A Health and Safety Accident/Incident Form (HS1) will be completed and returned to the Authority.

Where staff have been involved in an incident involving reasonable force they should have access to counselling and support. Within the school, this will be made available through the Headteacher.

13. Action after an incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure explained in school and LA policies.

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be

advised to seek advice from his/her professional association/union

14. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints About Staff Procedure.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

15. Monitoring of incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained by the use of reasonable force

This process will also address patterns of incidents and evaluate trends which may be emerging.