



Broadfields Primary School POLICY FOR BEHAVIOUR



POLICY FOR BEHAVIOUR

Introduction

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This policy is accessible to:

all staff (permanent, temporary, supply or otherwise)

advisers/inspectors

parents (on request)

Broadfields Primary School Governors.

Includes

Annex 1 - Guiding our Behaviour Code

Annex 2 – Paperwork Templates

Annex 3 - Behaviour support for children with ASC

Annex 4 - The use of force to control or restrain pupils

Annex 5 - No Aggression Policy

Annex 6 – Anti-bullying Policy



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The Behaviour Code ... Keep to the Code!

It is the policy of Broadfields Primary School to try to deal with all behavioural issues in a proactive, positive way, employing a wide range of strategies.

Every individual in the school is expected to keep to the code.

The Children in the school are encouraged to abide by the following five rules:

1. I will be kind, calm, honest and respect others.
2. I will listen and follow instructions.
3. I will always try my best.
4. I will enjoy fun learning.
5. I will show that I do well at school.

The Adults in school are expected to support the children's rules by ensuring that:

1. The school will be a calm safe and secure place for learning.
2. Everyone will be a good role model for children. Everyone will give time, support and direction to encourage children to be positive citizens.
3. Everyone will create as many positive learning experiences for the children as possible.
4. Learning will be exciting and will meet the needs of all pupils.
5. All pupils will be valued. They will succeed in learning and school life.

All adults should avoid talking about negative behaviour in front of children.

Rewards to support the Behaviour Code

1. All staff can award **Dojos** (electronic sticker system)
300 dojos will earn a reward of a £5 token
2. **Bucket Filler Award** - one child will be awarded this for being consistent with the Behaviour Code.
Teachers/Children to nominate.
3. **Student of the week** - teachers to nominate
4. **Class of the week**: Headteacher to nominate ... based on Head's monitoring of the school during the week. Judgement based on tidiness of cloakroom / classroom, children moving around school, politeness, lining up at playtimes, smartness, work ethic etc.
5. **Golden time** - 45 minutes each Friday of very alternative activities.

Rewards for Good Behaviour

- Plenty of positive Dojos!
- Getting the whole Golden Time session
- Teachers' own whole class ideas - marble in the jar etc
- Child sent to senior member of staff for praise

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- Those who have challenging behaviour "children beyond" require an individualised short reward programme.

Sanctions

- Negative Dojos (1 at a time!)
- Behaviour review on Friday if Dojo score is less than 90% positive
- Behaviour review session: meditation, reflection and discussion with Headteacher
- If children have a behaviour review consistently over a 3 week period (less than 90% positive dojo score), a Positive Attitude to Learning (PAL) card is issued.
- PAL Card - A child's behaviour is recorded each lesson and is reviewed daily by Learning Mentor. Scores kept on spreadsheet maintained by Learning Mentor.
- If a child has consistently good scores over a two weeks period, the PAL card is discontinued.
- Parents review PAL card scores daily by text.

General behaviour - key whole school strategies.

Whole school- all children work to the Behaviour Code.

If children are not focused on this expectation they will be given -

- **Warning 1** - explain which of the rules on the code should be corrected by better behaviour.
- **Warning 2** - explain again stating that if poor behaviour continues golden time will be lost. Child loses 5 minutes golden time which can be earned back across the week.
- The incident may get recorded on Integris or in the warning book.

Other strategies to help children keep the Behaviour Code:

- Move away from group,
- Miss part of playtime ... 5,10 minutes to complete work or another task
- Time out. Operated in conjunction with other classes. Child to work in another teacher's classroom. The child is sent with work and instructions for teacher.

The child may have to work on their own on a separate workstation.

Lunchtime and Breaks

Positive and negative behaviours are recorded in the playground behaviour book and Dojos (positive or negative) are awarded accordingly.

Incidents of Seriously Poor Behaviour:

Behaviours may include -

- Hurting another child intentionally and aggressively
- Swearing
- Rudeness and consistent defiance of a teacher or TA
- Racism

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- Theft
- Consistent disruption of lessons (to discuss with a senior manager)
- Endangering other children by their actions
- Leaving the school building during the school day without consent of a member of staff, office or welfare assistant
- Bullying

Sanctions following Incidents of Seriously Poor Behaviour:

- A child may be issued with a Behaviour Incident Sheet by the learning mentor and the incident will be logged on the school behaviour data system. The Behaviour Incident Sheet is copied and sent home for parental comment. A school copy of Behaviour Incident Sheet will be kept in the learning mentor's room. The learning mentor will be responsible for following up parental comments by phoning the following day if a sheet has not been returned. See Annex 2 for template of a Behaviour Incident Sheet.
- May result in a fixed term exclusion. See Annex Seven for Exclusion Policy.
- May result in a permanent exclusion. See Annex Seven for Exclusion Policy.

Sanctions following issue of a Behaviour Incident Sheet:

Number of Sheets	Sanctions	Other Actions – depending on the seriousness of the incidents
1	Missing that day's playtimes, tasks given	Parents requested to come to school to discuss behaviour Behaviour Support Plan issued Referral to outside agencies may be considered Complete a pre-CAF assessment and if deemed appropriate, open a CAF. Parents may be asked to come in to school and attend lessons with their child so that they can help us to stop any further problems Internal exclusion may be considered
2	2 days playtimes missed, tasks given	
3	A Behaviour Support Plan started Playtimes limited - to be outlined on the Behaviour Support Plan If Internal exclusion is used, it will be for a specified amount of time. There will be provision of work by the class teacher and supervision by a member of staff If involvement of partner school is used, the child will spend a specified amount of	

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	time in the partner school. There will be provision of work by the class teacher and supervision by a member of Broadfields staff	The 'No Aggression Policy' may be applied. Involvement of partner school (Barnfield Primary School) may be considered
4 or more	Playtimes limited - to be outlined on Behaviour Support Plan If Internal exclusion is used, it will be for a specified amount of time. There will be provision of work by the class teacher and supervision by a member of staff If involvement of partner school is used, the child will spend a specified amount of time in the partner school. There will be provision of work by the class teacher and supervision by a member of Broadfields staff	Fixed term exclusion may be considered Permanent exclusion may be considered

Children start each half term with a clean slate of Behaviour Incident Sheets, however the number of incidents over each term and the whole year will be reviewed when considering the needs and desired outcomes for this child.

Please note: The first incident of aggressive behaviour, presented by a child, may be tackled differently and is described in the 'No Aggression Policy'. See Annex Five.

Behaviour Support and Intervention Mechanisms

The aim is to identify and resolve problems at an early stage. Usually we would expect to use a graduated response; however some cases may escalate quickly and may go to a higher levelled response faster, depending on the particular circumstances.

Early Identification and Actions

Where patterns of ongoing poor behaviour are identified (which may include a growing number of Behaviour Incident Sheets), the school will consider strategies to identify the needs of the child.

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Strategies might include

- Observations
- Using Antecedent – Behaviour - Consequence (ABC) sheets (see Annex Two)
- Discussions with the family
- Discussions with the child
- An internal Team Around the Child Meeting

Behaviour Support Plans with Internal Intervention:

A child's behaviour may warrant a behaviour support plan being put in place with parental involvement.

See Annex Two

- Agree a course of action with targets, rewards and sanctions for the child. Small achievable targets in small blocks are most useful.
- These will be shared and agreed with the child and parents/carers and recorded on the BSP
- The BSP will be reviewed at least termly and after any significant incident
- School copy will be kept on Google and a hard copy signed by parents in the Inclusion Office.
- In the mainstream, the class teacher in conjunction with the inclusion manager, the learning mentor and the parents will review BSPs. The class teacher, ASC provision manager and the parents will review BSPs for children in the ASC Provision.

Behaviour Support Plans with External Intervention:

Where there are specific difficulties such as low mood, low self esteem, personal crisis or an escalation in presenting difficulties, we may involve external professionals as described in the SEN and Inclusion Policy and the SEN report. These referrals need to be done with parental consent. Where parental consent is not granted and the school has significant concerns about the child's wellbeing, the school may consult with the Multi Agency Support Hub (MASH Team) for advice.

Pupils at Risk of Permanent Exclusion or Those Who have had a Fixed Term Exclusion:

Our aim as a school is to include rather than exclude. Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy and is explained further in Annex Seven – Exclusion Policy

Keep to the Code!

Annex 1 - Guiding our Behaviour Code

Thanks to the Orion School for parts of this document.

Behaviour Management Tips ... to support the Behaviour Code

The secret of good behaviour management is to guide all children through the behaviour code. (It would be very wrong to just provide a set of class rules and expect everyone to do them). The guide is you, the adult, and your essential strategies are as follows:

1. Create an "I can do" culture
2. Help and show pupils how to develop good personal relationships and social skills
3. Make learning exciting
4. Use amazing but simple communication
5. Everything matters - apply very consistent simple behaviour management systems

There are several tips on the following pages.

Why do children need this guidance?

There are 4 common barriers to learning which lead to poor behaviour:

- Low self-esteem. (I know very well what I cannot do and I am very unconfident about the things that I can do)
- Lack of parental direction and support. Family circumstances.
- Poor socialisation skills
- Diet and healthy living

Sometimes we feel we want to change some of these factors directly, ie provide three good meals a day, completely re-educate parents etc, but this is not realistic. Keep in mind that your aim is to put as much time into education as possible. We therefore have created a school environment which does not reflect these issues. We aim instead to be an excellent example of the opposite of the barriers.

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Create an "I can do culture"

1. Get to know each child - keep in mind what they can do well and regularly remind them of what these things are. Be interested in children as individual, special people.
2. Always recognise the smallest of successes - in anything and every day, look for them.
3. Use communication which tells the children what they are going to actually be doing, not just the task they are going to do. State at the end what they are now able to do. (Not just what they have completed).
4. Set tasks which have challenge but are achievable and differentiated. Always give children the chance to succeed.
5. Use a "wow" reward board consistently.
6. Give plenty of stickers and rewards.
7. Emphasis that in any challenge there is an adult to help – you are always there.
8. Catch them being good and say so, lighthouse the class to see it.
9. Use ongoing positive communication e.g. "you are doing so well this session, amazing effort, fantastic work, wow, unbelievable writing already."
10. Watch for potential strugglers or off task children. Intervene early and re-set small simple achievable parts of the task to get the child back to the "I can do" feeling.

Help and show pupils how to develop good personal relationships and social skills

1. Model everything that you want the children to do e.g. using the word "please" - make a big thing of it, expect it, praise it happening!
2. Interact with your TA in a very positive way again modeling good relationships, communication, fun etc. Highlight anything that your TA has done to help and care for the class or children - make a big thing of being kind, thoughtful, etc.
3. Create a positive relationship with each child in your class; get to know others across the school.

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4. Circle time - a method of social skills training, use Circle Time each week to tackle themes of social difficulty you have noticed. Keep themes and topics simple. Plan well in order to always practice or "live" the social skill together in the classroom for it to become real. When children take ownership of problems providing solutions, it is far more effective than just being told. Children love Circle Time - they get a feeling that they have much in common, a feeling of belonging and a sense of teamwork.
5. Develop children's independence and ability to choose. Always use questions when things go wrong such as "did you make a good choice? What could you have done in that situation which would have been a better choice?" Remind children that you will be looking for those better choices.
6. Your classroom is a small community - make everyone feel positive, supported, caring and thoughtful.
7. Play your part" - always a good phrase to encourage children to make an individual effort to a team effort.
8. Recognise and praise personal skills and qualities all the time.
9. Nurture friendships between children, guide pupils through difficult situations.

Make Learning Exciting

1. Put yourself in their shoes - would you be interested in the lesson you have prepared?
2. Children love doing and they remember active learning much better.
3. They enjoy evidence of their successful work and they love doing something neatly - you will need to really guide them on presentation.
4. Don't be bland - if children have learnt some fantastic information and are recording it, make the writing task purposeful and exciting.
5. Create task menus with illustrations for most aged children
6. Use bright, zippy language - they love it
7. Do not fear practical lessons because your class are not having a good day - continue with the lesson but simplify tasks so that they can show their best behaviour. You might see another side to them! This may also be the only lesson that one or two children do have high self esteem.

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8. Remember to apply the theories of visual, auditory, kinaesthetic (VAK) in planning lessons
9. Children love teachers who make learning fun. They respect you more and this gives you plenty of ability when dealing with difficult children
10. Use accelerated learning ideas, children love music, active breaks brain gym etc

Use Amazing but Simple Communications

1. Use an assertive friendly and positive voice, vary it!
2. Make children feel adequate and guided even when they have done something wrong - is there hope and expectation in your voice?
3. Use "I" statements - this makes judgements about children's behaviours rather than them personally. When you use the word "you" it could come across as an attack on them, their self esteem is already pretty low. "I" statements are productive and help behaviour, feelings and the effect of an incident. Eg. "when you pushed Mahavir over he hurt his knee and he feels sad and I am very disappointed with that behaviour", "I would like you to now to ..."
4. Give clear, short instructions.
5. Use understandable words you have a varied audience. Do not dumb everything down; you can explain meaning of new words too!
6. Maintain a positive dialogue almost commentating on the classroom and pupils achievements. If the children are always being reinforced with positive comments the classroom has a terrific feel which snowballs.
7. Children know when you mean what you say.
8. Use body language - maintain eye contact, and expect it, smile, leap for joy etc

Everything matters - apply very consistent simple behaviour management systems

1. The school often has short temporary themes resulting from assembly ideas or whole school issues - support these rigorously they work!
2. Be creative in the class with your own ideas - simpler the better.
3. A key area that children are so often reminded of is to follow instructions - be consistent everywhere e.g. with other children on playground duty.



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4. Always live the Behaviour Code - expect it of all children even not your own - remind and praise all children anywhere. Tell your class or children that you would be really disappointed to hear if they were in trouble with another teacher.
5. Consistently apply low noise levels. There are no shouting voices in school.
6. Moving about the building well is crucial - you are responsible for your class - make them want to make you feel proud-
7. Be always vigilant - use your eyes everywhere!
8. Do not be afraid to help a colleague out. They will do the same for you. Children take huge note of a united front.



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Annex 2: Paperwork Templates

- Behaviour Support Plan
- ABC Analysis
- Behaviour Sheet

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<p>Brief Background (include pupil achievements and personal/ academic strengths)</p>
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Behaviour	Possible functions of behaviour	Appropriate alternative	Resources needed <i>Include Teamteach support details as appropriate</i>	Review
			•	

Name:

Date:

Completed by:

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Time	A ntecedent <ul style="list-style-type: none"> • what is the pupil doing? • what are other people doing? • What is the social context? 	B ehaviour <ul style="list-style-type: none"> • Unwanted behaviours • Desired behaviours 	C onsequence <ul style="list-style-type: none"> • How does the teacher respond? • How do other students respond? • What is the payoff for the pupil?



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Behaviour Record Sheet Name: _____ Date : _____

Please explain what happened?

What were you thinking/feeling when this happened?

How do you think this made other person/people feel?

What could you do to stop this from happening again?

Teachers Comment and signature

The above incident happened today. Please discuss it with your child. **Please sign and return the form** to school as soon as possible together with any comments you feel are appropriate.

Please contact Mrs Pearson/Mr Archibald if you wish to discuss this matter further.

Mrs Pearson mobile: 07944890943

Parent Comment and signature:

Annex 3: Behaviour Management for Children with ASC

Children in school with ASC are considered separately as the school's behaviour policy may not work for them and they may display extremely challenging behaviour. For children with ASC, challenging behaviour is considered as a result of the environmental factors impacting on an individual's internal state. Its impact is in preventing effective learning from taking place, making excessive demands on staff and other resources and placing the child or others in physical danger.

The behaviour support for children with ASC will be managed through use of a **Behaviour Support Plan, BSP** which:

- May be developed in consultation with other professionals, such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists and the Specialist Advisory Teachers for ASC.
- Will be developed and reviewed in the termly review meetings with parents.
- Will include feeding and toileting behaviours as well as more challenging behaviours.
- Will consider behaviours in terms of the triad of impairments and sensory issues.
- Will consider behaviours in terms of communication and emotional regulation.
- Will include strategies and perspectives that are autism specific and autism friendly.
- Will include details of any Team-Teach physical handling techniques that may be necessary to support a child.
- For children in the ASC provision, ASC strategies used in that setting will not be detailed in the BSP as they are generic to the setting, for example, SCERTS, TEACCH and PECS approaches.

Where there is risk arising from certain behaviours, a risk assessment will also be made.

Current research on behaviour informs our practice as summarised below:

Autism is defined on the basis of behaviour as there is currently no identifiable biological marker for the condition. It depends on a pattern of characteristic features with problems in social interaction and understanding, all aspects of communication – verbal and non-verbal, and flexibility of thinking and behaviour, including problems with imagination, as exemplified by the triad of impairments Wing and Gould (1979). For the child with ASC, these particular difficulties increase the vulnerability to developing behaviour that presents a significant challenge. Philip Whitaker (2001) states that everyday methods that most adults successfully use to influence and

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shape other children's behaviour may not be effective for the child with ASC. He describes challenging behaviour as behaviour that challenges our understanding and our own, the child's or other's well being, or challenges our ability to carry out our responsibilities. Helen Joy and Philip Whitaker (2009) presented a workshop at Birmingham University in which they clarified that challenging behaviour is 'normal' and that most of us have the capacity to challenge which may happen when we're overstressed or cannot cope with the demands of a situation. They stated that to change behaviour, you have to make sense of the behaviour and to make sense of the behaviour for children with ASC, you have to understand the autism. Children with autism have difficulty in interpreting people's behaviour and predicting their actions. Jordan and Powell (1995) stated that the high level of cognitive load in social situations may lead to challenging behaviour. Practitioners need to understand the underlying social difficulties and reduce the cognitive demands by increasing structure within the child's life. The underlying difficulties that create challenging behaviour in children with autism are summed up by Whittaker, (2001)

- Understanding people's feelings
- Understanding other people's reactions
- Making sense of rules in social situations
- Enjoying contact with people.

Schopler (1995) developed the 'iceberg' metaphor for understanding and making sense of behaviours. The behaviour that is seen is the tip of the iceberg. Below the waterline there are the hidden sources of the behaviour which can be considered in terms of the triad and sensory issues. It is essential to understand these in order to understand and respond appropriately to the behaviours. Clements (2005) uses an understanding of autism in his analysis of challenging behaviours and how to respond to them. He also states that when it comes to deciding on how we should respond to behavioural incidents, we should think about the message that we want to convey, which then facilitates a more consistent response. He sees behavioural support as giving people what they need in a similarly holistic way.

Clements and Zarkowska (2000) state that for people with ASC, there may be an increased vulnerability to show challenging behaviours as the world is more difficult for them to understand and they may have coping strategies that are less acceptable, and may be limited by a lack of problem solving skills and flexibility.

Smith Myles and Southwick (1999) highlight some of the difficulties, such as in generalisation of behaviour strategies, and the difficulty in accessing newly learned behaviours under stress. They suggest using a crisis plan sheet as part of the behaviour management plan for a child. This could be used with a five point scale to highlight the level of stress of the individual, the behaviours that are likely to be seen and the behaviour management strategy that is appropriate for that stage. This can help guide adult behaviour and also be used to build self management for the child.

O'Brien (1998) takes a holistic view of promoting positive behaviour in looking at a mutually responsive learning environment. He emphasises that the focus should be on the whole child and looking at the child's needs rather than difficulties, as a focus on difficulty does not offer a positive route into the teaching and learning process.

He argues that conceptualising behaviour and learning as separate from each other

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prevents us from considering the underlying factors that influence a learning difficulty and that a whole school perspective on whole learning is needed. He considers that clarity about what constitutes an individual need enables a school to become analytical about its provision.

The importance of staff knowledge and understanding of ASC across the school seems key to ensuring that the children from the ASC Provision will be supported with an understanding of their differences. This should enable staff to maintain a positive solution focus in incorporating ASC specific understanding and strategies to behaviour management plans. It should also impact on how they perceive the children themselves. Chambres, Auxiette, Vansingle and Gil (2008) studied adult attitudes toward behaviours of a six-year-old boy with autism. Their results indicate that the mere fact of being informed of a child's disability triggers the use of a different standard of comparison than that employed to evaluate typical children. This can be used to positive effect in building understanding, although there is a risk that it can be used to lower expectations. Clements and Zarkowska (2000) highlight the importance of ensuring that the right strategies are implemented effectively and that it is essential to construct a work system that will help to keep the behaviour of the adults involved on the tracks that are effective for the people that they are supporting.

We need to take the differences that an autism spectrum condition brings to bear on a child's behaviour into account, so that we can meet that child's needs in the positive, holistic way that is central to our ethos.

References

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Annex 4: The use of force to control or restrain pupils

At Broadfields Primary School we follow the Department for Children, Schools and Families non-statutory guidance for schools in England. This is done through use of Team-teach training to staff. This section forms part of the Behaviour Policy.

Objectives:

- To maintain the safety of pupils and staff
- To prevent serious damage to property
- To prevent serious breaches of school discipline

Minimising the need to use force:

- We use the philosophies of our behaviour code and our learning code to create a calm and focused learning environment in school that minimises the risk of incidents that might require using force.
- We incorporate Social and Emotional Aspects of Learning (SEAL) approaches within our PSHE curriculum and in social skills groups to teach pupils how to manage conflict and strong feelings.
- Staff are trained in Team-Teach techniques to de-escalate incidents if they do arise.

De-escalation techniques include

- Verbal advice and support
- Calm talking
- Distraction
- Step away
- Negotiation
- Warning
- Reassurance
- Humour
- Options offered
- Support systems
- Non-threatening body language
- Instruction
- Help scripts such as *Name...I can see...something has happened...we have a problem...something is up. I'm here to help. Talk and I'll listen. Come and let's...*
- Force is only used when the risks involved in doing so are outweighed by the risks involved in not using force.
- Risk assessments are used for individual pupils as necessary, and the focus of these is to enable pupils to have inclusive access to opportunities.
- Behaviour support plans are used for individual pupils. The management of these is described in the behaviour policy.

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Staff authorised to use force:

- Staff who have current Team-teach training are authorised by the head teacher to use force to control or restrain pupils using techniques that are identified in a pupil's Behaviour Support Plan, and which that member of staff is trained to use.
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- Staff and pupils affected by an incident will have continuing support as necessary in respect of physical consequences; support to deal with emotional stress; opportunity to analyse, reflect and learn from the incident.

Deciding whether to use force:

- Is the action taken in the best interests of the child?
- Is it reasonable and proportionate?
- Is it absolutely necessary?
- Does the child have a care plan with any medical needs that need to be considered?
- Are there other SEN needs or disabilities and/or personal circumstances, such as domestic violence that may present particular risks?

Staff should only use force when:

- the potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of achieving the desired result by other means is low
- The risk associated with not using force outweighed those of using force.

Using force:

- Only the minimum force necessary for the shortest time to achieve the desired result should be used.
- Only Team-Teach techniques used by trained staff may be used in behaviour support plans.
- As far as possible, staff should not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Dignity should be maintained throughout.
- Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain.
- "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable

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an infrequent side effect of ensuring that the service user remains safe"
(George Matthews -Director)

Staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff Training:

- Staff in the ASC provision and other staff working with children needing a similar level of support undertake a 12 hour, 2day Team-teach training.
- Other trained staff in the mainstream school may undertake a 6 hour, 1 day training.
- There is a Team-Teach Local Authority trainer on the staff.

Recording incidents:

- Where there is a first occasion where a physical intervention is used, a Barnet Record of Incident Form is completed. These are located in the learning mentor's room. This is shared with the learning mentor and the head teacher.
- Subsequently a support plan is set up in conjunction with the parents and the child. This is described in more detail in the relevant section of the Behaviour Policy.
- It may be that external agencies need to be informed and this should be done by the head teacher, deputy head teacher, learning mentor, inclusion manager or ASC provision manager.
- In school we have two bound, numbered incident logs which notes all incidents and refers to supporting incident reports. One is kept in the Learning Mentor's office and the other in Sky Class in the ASC resourced provision. A copy of all incident reports should be kept with the pupil records and a copy given to the Learning Mentor or ASC provision manager.

Post incident support

- Support from the learning mentor, head teacher or ASC provision manager is available post incident. This is important for
 - meeting immediate physical needs
 - rebuilding relationships
 - completing paperwork
 - ensuring that lessons are learned from the incident.



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Complaints and allegations

- Any complaints and allegations of misconduct arising from incidents should be referred to the head teacher



Annex 5: Broadfields No Aggression Strategy

Aim:

To take a dramatic, whole community stance to prevent aggression at Broadfields.

To prevent aggressive behaviour which is displayed by a very small minority of children. Serious anti-social behaviour will not be tolerated as it will affect other children and may put pressure on others to act in the same way.

Why?

There is an undercurrent of aggressive behaviour within society but this must not be allowed to push its way from outside the school into our playground and into the school culture.

Action:

The whole community is going to act in a unified manner to prevent such negative behaviour.

We all say "NO" to aggression in our school; we will be a "No Aggression" school.

When children come through the gate - they will be clear that Broadfields is a happy safe place to learn and play.

Statement - Broadfields is a safe place to learn and play.

Children will follow the Behaviour Code and the school policy makes clear the associated rewards and sanctions.

In addition to this children who **hit others** or are **seriously verbally aggressive** will be removed from school immediately.

In agreement with parents they will be called and the child taken home for the rest of the day - this is not an exclusion but a statement to the child that we say **NO to AGGRESSION**. (Incidents will be entered in the serious misbehaviour book as policy).

A return to school is allowed the next day and return to class only when the child is clear about managing their behaviour.

The school may decide that a period of limited time on the playground is necessary in order for the child to be able to manage.



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How are we going to make it work?

Make it the school's major theme.

- The whole community taking an active consistent role - everyone will have super eyes and look to "nip situations in the bud" i.e. intervene at the first hint of disagreement
- Teach the children strategies for dealing with difficult situations - anger management, managing wind ups etc. through Circle Time.
- Involve pupils in being proactive in making a statement – poster competition
- Sanction - an immediate exit and parents to collect a child who is aggressive - this is not an exclusion but a strategy supported by all parents
- All parents to demonstrate that they agree with the policy by signing attached slip and returning this to school.
- All parents to support the school by explaining the policy to their children.

Child's Name: _____ Class: _____

I support the Broadfields No Aggression Policy.

I am willing to collect my child from school if they are aggressive at Broadfields.

Contact numbers are:

Signed: _____

Annex 6: Anti Bullying Policy

Rationale

It is an entitlement of all children that they receive their education in an atmosphere that is caring and protective, safe and secure, and where they are happy and relaxed enough to take advantage of all the educational opportunities being offered.

An anti-bullying policy helps to create a positive and caring ethos, where individuals are respected and feel secure in a way, which enhances their social and academic development.

What is bullying?

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone.

It can be:-

- i. physical – pushing, pinching, biting, hitting, kicking or taking belongings
- ii. verbal – name calling, insults, spreading rumours, teasing taunting
- iii. emotional – spreading nasty stories about someone, excluding someone from social groups, tormenting (eg hiding books) threatening gestures or facial expressions
- iv. sexual -unwanted physical contact or sexually abusive comments
- v. homophobic-because of, or focussing on the issue of sexuality
- vi. racist – racial taunts, names

All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying.

The bully often focuses on younger, smaller or timid children. Play is a natural part of childhood which becomes bullying when it spoils other children's activities or when violence or hostility is shown. However, it is not necessarily bullying when two children have the occasional fight or quarrel.

Why is it important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying of any kind is unacceptable. If bullying does occur all children should feel able to tell staff about it and know that incidents will be dealt with promptly and effectively.

Anyone watching bullying happening and doing nothing to prevent it puts himself or herself into the position of accomplice to the bully.

Pupils who are bullying need to learn different ways of behaving.

Purpose

1. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
2. All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
3. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

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4. When instances of bullying occur victims and bullies need to know that action will be taken.
5. Silence and secrecy nurture bullying. Children need to realise that their concerns will always be recognised and dealt with appropriately. Bullying will not be tolerated.
6. Bullies create an atmosphere which can put at risk the values that we seek to instil in our pupils
7. Close supervision can prevent instances of undesirable behaviour from occurring

Signs And Symptoms

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

When pupils are bullied:

- A. Their lives are miserable
- B. They may suffer physical and psychological abuse of their person
- C. They may suffer isolation, loneliness, insecurity, anxiety and/or fear
- D. They may be unhappy about coming to school
- E. Over time they are likely to lose self esteem and confidence
- F. Their concentration and learning is likely to be affected
- G. They may stop eating
- H. They may be frightened to say what is wrong
- I. They could become aggressive and start to bully other children themselves
- J. They may give improbable excuses for any of the above

Procedures

1. All bullying incidents should be reported to staff.
2. All allegations of bullying will be investigated.
3. When a case of serious bullying is observed or reported it will be recorded and immediate action should be taken to stop the bullying happening.
4. Serious incidents of bullying will be reported to the parents of both the victim and the bully and a meeting arranged to discuss the problem.
5. If necessary and appropriate the police will be consulted.

Outcomes

- a. The bully (bullies) will be instructed to cease the bullying and be asked to genuinely apologise.

Other consequences may take place.

- b. In serious cases, internal suspension or even exclusion will be considered
- c. If possible, the pupils will be reconciled
- d. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. The victim is offered help, advice and support by our Learning Mentor.
- e. Our Learning Mentor offers the bullying pupil help, advice and support.

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Prevention

1. The issue of bullying will be openly discussed in school assemblies and during lessons where appropriate. Empathy will be increased through role play and relevant stories. Language work and PHSE lessons will explore how people feel.
2. Co-operative work and non-aggressive behaviour will be praised.
3. All adults will be watchful and observe the social relationships between pupils.

Guidelines

Adults in the school will be assertive, this is they will set consistent, positive behavioural limits while providing warmth and support for appropriate behaviour.

All pupils will be expected to follow our Behaviour Code:

1. I will be kind, calm, honest and respect others.
2. I will listen and follow instructions.
3. I will always try my best.
4. I will enjoy fun learning.
5. I will show that I do well at school.

Please see Behaviour Policy guideline in the pages above.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.



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