



**POSITIVE BEHAVIOUR MANAGEMENT
POLICY
FOR SCHOOLS WITHIN
THE KEYS FEDERATION ACADEMY TRUST**

**Hindley St. Peter's C. of E. Primary School
Hindley Green Community Primary School
Hindley Green St. John's C. of E. Primary School
St. John's C. of E. Primary School, Abram**



September 2018

THE KEYS FEDERATION ACADEMY TRUST **Positive Behaviour Management Policy**

The Positive Behaviour Management Policy of schools within The Keys Federation Academy Trust is reviewed bi-annually.

Introduction

This document embodies our Spirit of Purpose and details our approach to promote Positive Behaviour Management within the schools of The Keys Federation Academy Trust

We believe that positive behaviour in our schools is dependent on the school, the parents/carers and the child all having an equal responsibility for its success and abiding by these agreed approaches at all times. The policy should be read with reference to The Keys Federation Academy Trust SEN&D Policy.

This policy has been written in consultation with staff, parents and pupils.

What is positive behaviour management and why do we need it?

Every civilised organisation depends on people behaving in a certain manner. In our Schools, the importance of every individual is equal, and as such we value all members of our school communities. Mutual respect is a vital factor in this approach and the modeling of this with all individuals encountered is the driving force behind the positive behaviour management active within schools, ensuring that effective academic and social learning.

Aims

The aim of the Positive Behaviour Management Policy is:

To encourage all members of the school community to live by the Christian or Community ethos in our schools, therefore ensure excellent standards of conduct at all times - in school lesson times and playtimes/lunchtimes, on educational visits, when representing our schools and when wearing school uniform.

To provide a structure to assist in addressing any difficulties children may face in adhering to these standards.

To enable pupils to understand the actions required from them to achieve positive behaviour when representing our schools.

To ensure parents support the schools in meeting their child's behavioural needs.

Commitment to Positive Behaviour

Positive behaviour results from a commitment of all parties working together, mainly based on the tripartite approach, but also including peer relationships and interactions with all other adults within the school community. It hinges on a structure that is **clear** to all involved, based on Christian or Community principles and involving actions that are **consistent** from all modeling, and insisting on, the positive behaviour expectations.

The schools will deliver Positive Behaviour Management by:-

- * Insisting on excellent standards of behaviour, work and respect from all – staff, parents/carers and children
- * Encouraging, praise and reinforcing good relationships.
- * Working as a team - supporting and encouraging each other. They will embody the ethos that is agreed in our Spirit of Purpose throughout school.
- * Acting with courtesy and consideration to all individuals.
- * Providing a well-ordered environment with consistent and agreed behavioural expectations.
- * Providing a clear system of rewards and sanctions in a consistent way.

* Providing a range of classroom management techniques to ensure excellent behaviour, for example Class Dojo, which can be shared with parents/carers.

In St. Peter's, Hindley, St. John's, Hindley Green and St. John's, Abram, these statements are underpinned by the Christian values and teaching of the Anglican Church.

Pupils will exhibit excellent behaviour by:

- Knowing, accepting and acting according to the school's positive behaviour management systems and expectations at all times.
- Having responsibility and the expectation to manage their own behaviour.
- School and parents/carers will support them if they are unable to do this.
- Understanding and actively managing their own behavior in line with school expectations.
- Developing their understanding of others and their actions.
- Accepting and reflecting the Christian or Community values evident throughout the schools.

Parents/Carers will support the Positive Behaviour Management Policy by:-

- Accepting and fully supporting the Positive Behaviour Management Policy of the school.
- Praising children for their achievements.
- Supporting staff in developing their child's ability to take responsibility for their actions.
- Supportive parenting and reinforcing school's message on standards and expectations.
- Supporting the school at strategic points for their child's development and engage with professional agencies, when requested.
- Upholding the agreed behaviour management techniques at home to provide consistency for their child.
- By accepting a place at a Keys Federation school, the parent/carer of each child implicitly agrees to play their vital part in upholding the schools' agreed policy on high standards and behaviour. This will be demonstrated explicitly by signing the Home/School Contract.

The Keys Federation has the highest standards of expectations for all children and will deliver this through their schools and pupil outcomes.

Rewards and Sanctions

All staff will use a number of strategies to ensure excellent behaviour in the learning environment. If these do not have the desired effect the following system will be incorporated as detailed in Appendix 1 and the Behaviour & Discipline Policy Flowchart. Rewards and sanctions will be immediate and tangible. These rewards and sanctions have been agreed in conjunction with the children and shared with the families of each school. At any point during this process, staff can access support from the Inclusion Manager.

Should a lack of positive progress be determined, the Inclusion manager along with the Principal will follow our pre-exclusion checklist (see appendix 2) to offer appropriate support for the pupil and their parents/carers. Should this remain unsuccessful in resulting in positive behaviour, then Formal Exclusion from School may be activated. At this point the schools will adhere to the statutory guidelines and complete the Local Authority process. (see Appendix 3)

In the unlikely event of a child becoming a danger to his/her self, others or property, then restraint is permissible. Restraint will follow Wigan's guidelines and section 550A of the Education Act of 1996.

All employed staff of schools within The Keys Federation Academy Trust are authorised to use reasonable force if the situation is such that all other options have failed or when pupils or staff are at risk. See Appendix 4 for 'Restraint Policy'. Staff are trained in the Team Teach approach on a rolling programme.

Parents may be invited to sit with their child through lessons to support their child and to see their child's behaviour in school. The advice of the inclusion manager and / or professional agencies will be sought before taking these actions.

If a child leaves school without permission, i.e. "runs off", action will be according to the child's age and understanding and the Missing Child policy will be referred to. A young child will be followed and returned (in KS1 this will not mean a class being left unattended as there are always more staff than class bases, nor will a child be 'chased'). The parent will also be informed immediately.

In the case of an older child we will:-

Inform parent and with parent's agreement allow 10 minutes to lapse for the child to arrive home. After 10 minutes, if the child is not found then we will:

- Inform police
- If the child is around school premises we will attempt to persuade a child to return.

The ultimate sanction is permanent suspension subject to statutory guidelines.

Searching pupils and their possessions

Authorised School staff (senior leaders and learning mentors) can search pupils with their consent for any item which is deemed to be a danger to themselves or others. The new legal power allows authorised staff to search pupils (including bags and lockers) without consent, not only for knives and weapons but also for alcohol, illegal drugs and stolen property, tobacco and cigarette papers, fireworks and pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. Staff can also search for any item banned by the school rules which has been identified in the rules as a item which may be searched for. DfE advice and guidance will be followed at all times – see appendix 5 in particular the section on Searching.

Drug and alcohol abuse

It is the policy of The Keys Federation schools that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring any illegal drugs onto the school premises.

For any child who is found to have brought to school any type of illegal substances the consequence will be temporary exclusion. The child will be re-admitted to the school following the fixed term exclusion.

A parent/carer of the child must visit the school to discuss the seriousness of the incident with the Principal. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. Wigan CYPS, the police and social services will also be informed.

The Principals monitor the effectiveness of this policy on a regular basis. They also report to the Board of Directors on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Board of Directors reviews this policy every two years. The Directors may, however, review the policy earlier than this if Government introduces new regulations, or if the Board of Directors receives recommendations on how the policy might be improved.

This policy has been reviewed with due regard to the Equality Act 2010.

Signed *S. Bruton*
CEO

Rewards and Sanctions

Rewards

Rewards for excellent behaviour will be immediate and tangible. Their conduct will be linked to our values, where we expect our children to be model British Citizens showing tolerance, understanding and mutual respect to all at all times. Rewards may take the form of:

- merits
- stickers, or teachers/Principals note home
- Dojo points
- Golden tickets
- speaking to parents at the end of the day, phone calls/text messages home.
- notably exceptional behaviour will gain special recognition through: certificates given out at the weekly Celebration Assembly; the “Golden” book/ Principals ‘Stars’ book.

Individual Behaviour Plans will have reward systems which will be structured to modify a child’s behaviour and will be activated at the discretion of the class teacher, the inclusion manager and the Leadership Team in accordance with the Trust’s SEN&D Policy.

Sanctions

Within each school we operate a system, which encourages children to strive to achieve the excellent behaviour within their school. We use a Red, Amber, Green system and remind the children that its ‘Good to be green’. Throughout school, teachers will use numerous strategies to engage children in their learning. If these strategies are unsuccessful, then the positive behaviour system will be used.

- 1) All children will start the day on green
- 2) Initially a verbal warning will be issued as a reminder about the high expectations
- 3) If the child continues with non-compliant behaviour he/she will move to amber. At this point 5 minutes of playtime will be used to discuss and reflect on their behaviour with the teacher and what needs to be done to return to green.
- 4) Continued inappropriate behaviour will result in moving to red. At this point the child will miss 10 minutes of playtime/lunchtime to complete a behaviour reflection form, focusing on how to improve to get back to the standard expected. Parents/carers will be informed of the inappropriate behaviour at the end of the day by the class teacher.

The child may also be removed from class to spend time with the learning mentor/pastoral support assistant if their choices are impacting upon the learning and welfare of others. Non-compliant pupils may be placed in a room or area away from other pupils for a limited period. This will give the pupil time to ‘calm down’. Time out is only to be used when it is in the best interests of the child and other pupils. The use of restriction which prevents a child from leaving a room of their own free will, should only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others. The school must ensure the health and safety of pupils and staff and any requirements in relation to safeguarding and pupil/staff welfare.

Recording

A record should be kept, monitored and evaluated of the pupils where restraint (Team Teach) is used. This is kept in the 'Bound and Numbered' book.

Red card incidents are logged on to SIMs to enable monitoring and analysis of behaviour over time and the impact of action taken to prevent reoccurrence, or indeed the engagement of other professional agencies if the inappropriate behaviour continues. In some of our schools, Tootoot is used for recording behaviour incidents.

Behaviour modification plans may then be actioned for children requiring further intervention and the child's parents/carers must attend school to support this process. This individual behaviour plan (IBP) will be monitored for an agreed period to determine impact. At any point during this process, staff can access support from the Inclusion Manager and/or any other professional agency as necessary and parents/carers will be actively involved as appropriate.

Should a lack of positive progress be determined, the Inclusion manager will, with agreement from the parents/carers, contact Wigan's Targeted Education Support Team and other relevant agencies. A Pastoral Support Programme (PSP) may then be implemented with their support.

If parents/carers do not agree to support school with referral to help their child's behaviour improve, the serious potential impact of this on their child's future will be discussed and parents/carers reminded of the agreement made by them as part of the Home/School Contract.

Behaviour & Discipline Policy

Minor incidents / one off inappropriate behaviour

Appropriate sanction by teacher – if resolved no further action

Frequent poor behaviour

Warning/Yellow cards issued if a recurrent problem. SLT/Principal informed if serious

Persistent poor behavior – causing concerns

Parents may be invited to school to discuss. A record of the meeting is noted. If the behaviour is persistent or more serious then the Principal will meet/write to the parents. Red card incidents are communicated to parents/carers and logged on SIMS.

Serious misbehaviour / Unresolved behavioural problems

Child given their own behaviour chart and attainable targets set. Notes of all meetings recorded. Involvement of relevant agencies.

Pupil at risk of exclusion

Pastoral Support Plan

Persistent poor behavior – causing concerns

Fixed Term / Permanent Exclusion

EXCLUSION

Appeal Process

Level 1 – minor everyday problems
Teasing; Pushing in queues; Interrupting a teacher; Attention seeking; Spoiling other's games; Avoiding work; Eating in class; Being noisy; Name calling; Running inside; Not following instructions; Pushing and shoving; Littering; Untidiness; Wearing inappropriate clothing/jewellery

Typical Level 1 sanctions – examples
Expression of disapproval
Apologising
Loss of points / losing a privilege
Discussing amongst peer group
Not being allowed on the field
Time out

Level 2 – Inappropriate behaviour
Repetition of less serious offences; Spitting; Swearing; Lying; Fighting / Aggressive behavior / Biting; Refusal to follow instructions / unsafe behavior; Graffiti; truancy; Threatening behavior; Throwing

Typical sanctions include:
Losing a privilege; Not being allowed on the field; Being moved within a class or to a different class; Being monitored during break; Cleaning graffiti

Level 3 – Serious Misbehaviour
Repetition of less serious offences; Vandalism; Racial abuse / Equality; Extortion / Stealing; Verbal abuse of staff; Putting self or others in danger; Serious aggressive behaviour against pupils; Bullying and harassment (see policy); Truancy; Smoking / bringing alcohol onto the school premises

Typical sanctions include:
Being monitored during break; Detention; Excluded for lunch period; Fixed Term exclusion

Level 4 – Gross Misconduct
Repeated breaches of conduct from other levels;
Threatening a member of staff;
Assaulting a member of staff;
Possessing or selling drugs;
Carrying a weapon;
Sexual harassment;
Making malicious accusations

Sanctions are:
Fixed Term Exclusion
Permanent Exclusion

CHECKLIST

Dependent upon the nature of the behaviour displayed a Principal might decide to exclude a pupil immediately following an incident or following a build up of incidents, over a period of time.

Dependant upon the nature of the incident and/or following an initial exclusion the following steps to prevent further exclusions from taking place unnecessarily (in no particular order) will be considered:

- 1:1 classroom support
- Internal exclusion
- 1:2 support
- Referral to TESS team
- Counselling
- Early Help/social care referral
- PSP
- Positive handling plan
- Individual risk assessment
- Reduced timetable
- Behaviour buddy
- Individual reward system
- Nurture
- Outreach support
- EHC plan
- EP involvement
- Parents supporting the child in school
- Weekly parent meetings
- Behaviour contracts
- Behaviour IEP
- Additional roles and responsibilities for the child
- Visual timetable
- Remove the triggers (PE lesson, leave school via a different exit or 5 minutes earlier)

This is not a comprehensive list and will not be applied in the order stated, unless appropriate as deemed by the Principal. Each case will determine a level of intervention appropriate to the exclusion. There is no entitlement to automatic application of any of these steps at any time prior to permanent exclusion if the nature of the incident is at stage 4. Additional funding will be sought from the LA under High Needs Block for SEN to support these steps. Parents/carers must agree to a PSP, EHP, IEP and Educational Psychologist involvement as their commitment to support their child if additional support, beyond the normal classroom level of support, is sourced for their child.

Should an exclusion occur ensure:

- It is logged on SIMs
- An official letter goes home to parents following a parents meeting
- Work is set for the child
- Any restraints are logged in the bound and numbered book
- The incident is logged onto SIMs
- A behaviour book/report card is kept to monitor for trends/frequency/triggers of behaviour

Exclusion Policy – Appendix 3 of Positive Behaviour Management Policy

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The schools have therefore adopted the standard national list of reasons for exclusion, and the standard guidance, including updates from the DfE that took effect from September 2017. We recognise the legislation, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on Principals to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- Only the Principal (or the acting Principal) has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently.
- If the Principal excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Board of Directors. The school informs the parents or carers how to make any such appeal.
- The Principal informs the LA and the Board of Directors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Board of Directors itself cannot either exclude a child or extend the exclusion period made by the Principal.
- If the Directors' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

THE KEYS FEDERATION ACADEMY TRUST

Restraint Policy – Appendix 4 of Positive Behaviour Management Policy

At schools within The Keys Federation Academy Trust we believe that physical restraint is the very last resort and should only be used when there is immediate danger of someone being hurt. We accept Wigan LA's advice that all discipline policies contain a section on restraint. Therefore we have adopted the policy as set out by WESS and it is written below.

The forms of restraint that may be used are designed never to purposely hurt a child, but to take the child away from the incident and to give them time to calm down.

WESS training (Team Teach) on restraint is in place for staff so that they are aware of the types of restraint that can be used and in what circumstances.

Principles

- The right of all pupils, members of staff, volunteers and visitors of a school to be protected from harm and acts of verbal abuse, violence and assault.
- That reasonable force will always be used as the last resort when other behavioural management strategies have failed or when pupils or staff are at risk.
- That physical intervention will be kept to a minimum to achieve the desired result.

Authorised Staff

- All teaching staff at our schools are authorised (within the context of this policy and the legal position indicated) to use reasonable force to control or restrain pupils.
- At schools within The Keys Federation Academy Trust all paid Teaching Assistants and Admin Staff are authorised to use restraint.

Reasonable Force

Three considerations will be applied in determining whether the use of physical force is reasonable.

- If the circumstances of the particular incident warrant it in relation to the situations outlined in the paragraph below.
- If the degree of force is in proportion to the circumstances of the incident and the minimum to achieve the desired result.
- The degree of force used is in proportion with the physical size / age of the pupil upon which the force is employed.

Situations in which the use of reasonable force may be appropriate

Members of staff, indicated above, are authorised to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- (i) committing a criminal offence (including behaving in a way that would be an offence if the pupil was not under the age of criminal responsibility);
- (ii) injuring themselves or others (including members of staff);
- (iii) causing damage to property (including the pupil's own property);
- (iv) Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in classroom during a teaching session or elsewhere.

Recording Incidents

- Immediately following an incident, the member of staff will inform the Principal or other senior member of staff and provide a written report, as soon as is reasonably practicable afterwards.

- The school will keep up-to-date records of all such incidents where physical force is used.
- Following any incident the staff member will be given time to write up the report.

Parental Involvement

- A summary statement of the school's policy on the use of reasonable force will be included with any information the school gives parents/carers about the school's policy on behaviour management.
- Parents/carers of a pupil involved in an incident in which physical force has been used to restrain or control a pupil, will be informed by the Principal or senior member of staff. Where appropriate, the parents/carers will also be requested or given the opportunity to discuss further the incident and issues relating to it.
- All allegations and complaints by pupils and/or parents/carers of the inappropriate use of physical force will be investigated openly and thoroughly in accordance with the school's procedures for dealing with allegations of professional abuse.

Examples of situations identified by the Wigan document

- A pupil assaults 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 pupils is running in a corridor or on a stairway in a way in which he or she might be likely to cause an accident, 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)
- A pupil is behaving in a way that is seriously disrupting a lesson and persistently refuses to obey an order to leave the classroom.

Types of physical force that may be appropriate

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- In extreme circumstances (e.g. where there is an immediate risk of injury) using more restrictive holds that are consistent with the concept of reasonable force.

Signed *S. Bruton*
CEO