



MY SCHOOLS TOGETHER

Behaviour Policy

This policy should be read in conjunction with The MY Schools Together Equality of Duty Policy and The MY Schools Together Data Protection Policy.

RATIONALE

At Mather Street Primary School and Yew Tree Community School, we want to make sure that the children are happy and well behaved. We want the children to take pride in behaving well towards each other, their teachers and other adults. British Values are promoted and underpin everything we do in school. Good behaviour reflects high self-esteem and affects academic progress accordingly. Good behaviour needs to be carefully developed; it is too important to be left to chance. Children learn best when they have clear expectations, have good role models and when they are consistently encouraged.

PURPOSES

1. To create an environment for effective learning where pupils can give of their best and where there is mutual respect for all.
2. To encourage everyone to be kind, polite, friendly and helpful towards each other.
3. To develop the children's self-discipline and their acceptance of responsibility for their actions.
4. To support children to behave well when their experiences out of school do not promote good behaviour.
5. To recognise and highlight good behaviour by reward and praising wherever possible.
6. To discourage inappropriate behaviour through a variety of sanctions.
7. To promote the schools as good behaviour schools where bullying is not tolerated.

All adults to act as role models for the children in the way they deal with parents, visitors, colleagues and children.

GUIDANCE FOR STAFF

- Staff attitudes are critical, as maintaining good behaviour is a collective responsibility requiring mutual support.
- Careful account needs to be taken of the children's needs, abilities and motivations. E.g. any special needs or any disabilities they may have. Teaching methods are most important in creating and maintaining an atmosphere of positive behaviour.
- Prevention is better than cure. Presence and supervision by adults is more effective than the threat of punishment or sanctions.
- Effective rewards and sanctions need to be reasonably and consistently applied.
- Inappropriate behaviour may occur because of a child's personal difficulties where sanctions would only have a short-term effect.
- Counselling or mentoring by a teacher with whom the child can develop a positive relationship may be the most appropriate and effective response. In some cases, the SENCo may refer individual children to work with the school's pastoral support staff.
- External agencies such as the Early Help, Jigsaw, Educational Psychologist or a member of the SEN support service may provide advice, information or support.
- Encouraging the support and understanding of parents is crucial.
- The federation does not accept liability for the loss or damage of any items brought into school which are confiscated by staff because they are inappropriate.

SCHOOL STANDARDS

We have an agreed set of behaviour standards which apply to staff and pupils alike. They are prominently displayed in all classrooms and around school. Children are recognised and praised when they follow the school standards. If pupils do not meet the school standards, staff should reinforce the expected behaviour by reminding children of their choices:

At Mather Street/Yew Tree we make things better not worse
by
using friendly language,
handling our feelings in a positive way,
respecting everything and everybody in our school,
being in the right place at the right time,
choosing safe behaviour
and
trying our best in everything we do.

RECORDING INCIDENTS

- Incidents of inappropriate behaviour, including the actions taken, should be recorded as an incident on CPOMS.
- If a parent reports an incident of alleged bullying, it should be recorded on CPOMS as a 'parental contact' incident.
- Incidents of verbal or physical abuse against a member of staff should be recorded on CPOMS.
- Incidents and the types of poor behaviour are logged by staff. The number and severity of incidents are monitored by the SLT.
- Notes from meetings with parents relating to behaviour should be kept on CPOMS.

REWARDS

At Mather Street and Yew Tree we positively reinforce, encourage and praise good behaviour. Here are some examples:

- An approving nod or smile
- A quiet word of praise
- Public praise – group or class (stickers, stars, certificates etc.)
- Visit another teacher or member of the SLT for commendation
- Praise/presentation of awards in assembly
- Lunchtime stickers
- Raffle tickets towards a draw
- Favourable comments on the child's school report
- Informing parents of achievements or good behaviour
- Postcards sent home
- Golden time/class treats
- Special events/opportunities for 'Always Children' (Children who consistently behave well)
- Learner of the week (weekly award for a child who has achieved well in class)
- Child of the week (weekly award for a child who has set a good example for others by following the school standards).

SANCTIONS

Children need to understand that any level of inappropriate behaviour is unacceptable. There is a clear process which needs to be followed by all staff. This is outlined in the federation's Behaviour for Learning Policy. There are a range of sanctions to help them to remember to conform to the ethos of the school. In general, this is a hierarchy but aggressive or violent behaviour will be dealt with immediately at the appropriate level.

1. Non-verbal cues e.g. a frown
2. Appropriate verbal admonishments
3. Complete work at playtime/lunchtime
4. Move to another place in class
5. 'Time out' in a designated part of the classroom
6. 'Time out' in another classroom (in partnership with another teacher and no more than two children at a time)
7. Withdrawal of privileges
8. Repair or pay for damage
9. Report to a member of the SLT
10. Inform parents
11. Meeting with parents
12. Red, yellow and green card system to inform parents daily about child's behaviour (signed and dated)
13. Internal exclusion
14. Fixed term exclusion
15. Permanent exclusion

PASTORAL SUPPORT STAFF

The pastoral support staff will work with children who we consider to be at risk from social exclusion.

There is a procedure which needs to be followed for making referrals

1. Referrals need to be via the SENCo or SLT
2. Parents will be notified before the Pastoral Support Staff begin any work with an individual child.
3. Specific targets will be set for individual children.

PASTORAL SUPPORT PLANS

A pastoral support plan is set up for a child who we feel is at high risk of exclusion. A meeting between parents and the SLT is arranged where information is shared and targets set. This provides a link between home and school to support the child. The information on a pastoral support plan is above and beyond a child's intervention record.

Signed copies of the plan are kept in school and given to the parents. The school copy should be uploaded onto CPOMS.

INFORMING PARENTS

- Information can also be found on the schools' websites.
- Members of staff use a range of strategies to alert parents if worrying patterns of behaviour are beginning to appear.
- The pastoral support staff will inform parents before beginning any individual work with a child.
- Notes from meetings with parents, highlighting the main points discussed, will be kept on CPOMS.

MAINTAINING A SAFE ENVIRONMENT FOR PUPILS AND STAFF

Section 93 of the Education and Inspections Act 2006 sets out the powers of members of staff to use reasonable force in schools and other places where they have lawful control e.g. school visits, before and

after school clubs and extra-curricular activities. Where a child is behaving in a way likely to endanger himself or herself, other pupils or property, it is important to carry out a quick risk assessment to decide the best course of action. The following responses could be made:

1. Remove the rest of the class from the classroom (or other area of the school). If at all possible, ask another adult to watch the child causing concern or the rest of the class. Send a message to a member of the SLT.
2. Remove the child causing concern from the classroom (or other area of the school). If at all possible, ask another adult to watch the child causing concern or the rest of the class. Send a message to a member of the SLT.

Where a child absconds from the classroom (or other area of the school), it is important to carry out a quick risk assessment to decide the best course of action. If the child is not in immediate danger, do not be seen to chase the child as this could cause the situation to escalate. When it is appropriate, give the child clear instructions, give the child 'take up time' and send a message to a member of the SLT. If the child is in danger, follow the advice outlined below.

Reasonable force may be necessary in some circumstances. For Example:

- where action is necessary in self-defence or to protect others;
- where a child is causing personal injury to, or damage to the property of, any person (including the pupil him/herself);
- where a child is committing any offence or
- where a child is prejudicing the maintenance of good order and discipline at the school or among any pupils receiving an education at the school, whether during a teaching session or otherwise.

Circumstances where it is acceptable to use reasonable force

- A pupil attacks a member of staff or another pupil
- A pupil is involved in a fight
- A pupil is engaged in or on the verge of deliberately damaging property
- A pupil is causing or is at risk of causing injury or damage by accident, rough play or misuse of equipment
- A pupil is running in a corridor in a way that may cause injury to themselves or others
- A pupil absconds – where there is a clear and obvious risk to that child
- A pupil persistently refuses to obey a direction to leave class
- A pupil behaves in such a way that seriously disrupts a lesson
- A pupil is committing a criminal offence (including behaving in a way that would be an offence if the pupils were not under the age of criminal responsibility)

If reasonable force is used, this should be recorded on the incident report. If an injury occurs, an accident report should be completed.

It is unacceptable to use force as a punishment or sanction. Other steps could be taken to avoid an incident. For example:

- Reminder of rights and responsibilities
- Reassurance
- Reminder of behaviour standards
- Giving choices
- Humour or distraction
- Withdrawal
- Making the environment safer

DATA PROTECTION STATEMENT

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. (All data will be handled in accordance with the federation's Data Protection Policy.)

All behaviour records will be uploaded onto CPOMs and held there throughout a child's time at school. The CPOMs system will archive this information when the child leaves the school.

Policy reviewed and agreed by staff – September 2018

Approved by governors – pending October 2018

Appendix to Behaviour Policy

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their place of work, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

This means that adults should:

- not use force as a form of punishment
- try to defuse situations before they Escalate
- inform parents of any behaviour management techniques used
- adhere to the organisation's behaviour management policy
- be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action

This means that organisations should:

- have in place appropriate behaviour management policies
- where appropriate, develop positive handling plans in respect of an individual child or young person.

Signed: _____ Position: _____

Date: _____