



BEHAVIOUR POLICY AND STATEMENT

**Statement of principles**

At Coxhoe Primary School we seek to create a friendly, caring and supportive atmosphere which is conducive to learning; this will allow all children to work happily, safely and efficiently to achieve their potential. To enable this to happen, all members of the school community (children, staff, parents and governors) should demonstrate respect, consideration, responsibility and honesty, by:

**RESPECT**

- valuing and listening to other people's opinions
- being polite and kind to each other and visitors
- acting as good role models
- treating each other fairly

**CONSIDERATION**

- showing friendship and concern when someone is worried, hurt, upset or lonely
- challenging poor behaviour choices in ourselves and others
- understanding that we all make mistakes sometimes and need to accept or make apologies

**RESPONSIBILITY**

- accepting that we are all responsible for our own behaviour choices
- thinking before we speak and act so that our words and actions do not cause harm
- looking after our own and other's property and taking care of the school buildings

**HONESTY**

- owning up when we do something wrong, without blaming others
- ensuring that we can be trusted
- encouraging others to be honest and to see 'both sides'

**Rationale:** As a school, we believe that the best way to encourage high standards of behaviour is to have a clear code of conduct supported by a balanced combination of fair rewards and sanctions within a positive community atmosphere.

The purpose of this policy is to support a whole school approach to behaviour and discipline which fulfils legal requirements and which has a clear framework of rights and responsibilities with regard to desired behaviour in the school community

**Aims:** Our main aims are to:

- A) Create an happy, safe and orderly community where effective learning can take place, with mutual respect between all members, and where there is proper concern for the environment.
- B) Develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

We achieve this by:

- Having a positive ethos in school, whereby in a pleasant atmosphere children's needs are met sensitively, within a framework of effective pastoral support.
- Providing a relevant and appropriate curriculum, using inspiring and motivating teaching methods and the full involvement of all pupils in the learning and teaching process, so that every child can experience success.
- Consciously acting as role models so that respect, fair dealing and regard for each other develop alongside qualities such as commitment, punctuality and orderliness.

- Having a code of behaviour that is clearly understood, consistently and fairly applied, and shown to be reasonable, sensitive and effective.
- Having a reward system operating throughout the school.
- Praising children for all achievements, however small.
- Encouraging parental support to develop acceptance of combined responsibility.
- Having a clearly scaffolded range of sanctions, which gives pupils the choice to improve their behaviour before a final sanction point is reached.
- Ensuring that pupils understand in all disciplinary matters it is the behaviour that is not acceptable and not the pupil as a person.
- Enabling pupils to succeed in the learning situation so that they will develop self-esteem, which enhances their attitude to, and behaviour both in and out of school.

**Where the policy applies:** The principles of the policy apply to all school activities – on and off site. Consistently high standards of behaviour are expected in all school activities.

**Rules:** There is some emphasis on rules and regulations which are few but necessary and need to be adhered to in everyone's interest and safety.

The following rules are explained to the children at regular intervals throughout the school year. This will keep the reasons for, and keeping of rules fresh in the children's minds. All teaching staff and non-teaching staff (as well as pupils) should ensure that these rules are applied fairly and consistently.

- We always listen and speak to adults in school with respect
- We are always polite, respectful, kind and truthful
- We make sure our behaviour helps ourselves and others to learn
- We always walk in school
- We make sure our hands, feet, comments, gestures and other objects don't hurt others
- We look after one another, our belongings and our school
- We always try to do our best even when it's hard

It is not always clear to pupils why particular rules are necessary. Rational authority depends on understanding and teachers provide explanations to help children develop a sense of value for others and appreciation of things.

In school, values as well as knowledge and skills are taught. Some of this is done in lesson time and assemblies but most is expressed through the way in which pupils and teachers behave to each other including how rules are applied and respected by all, showing a consensus among the staff on the aims of the effective curriculum.

**Rewards and Sanctions:** We encourage all staff to give praise as opportunities arise throughout the school day when they observe good or improved behaviour. We will endeavour to share this information with parents whenever possible.

Rewards are offered for behaviour as well as for academic and non-academic achievements:

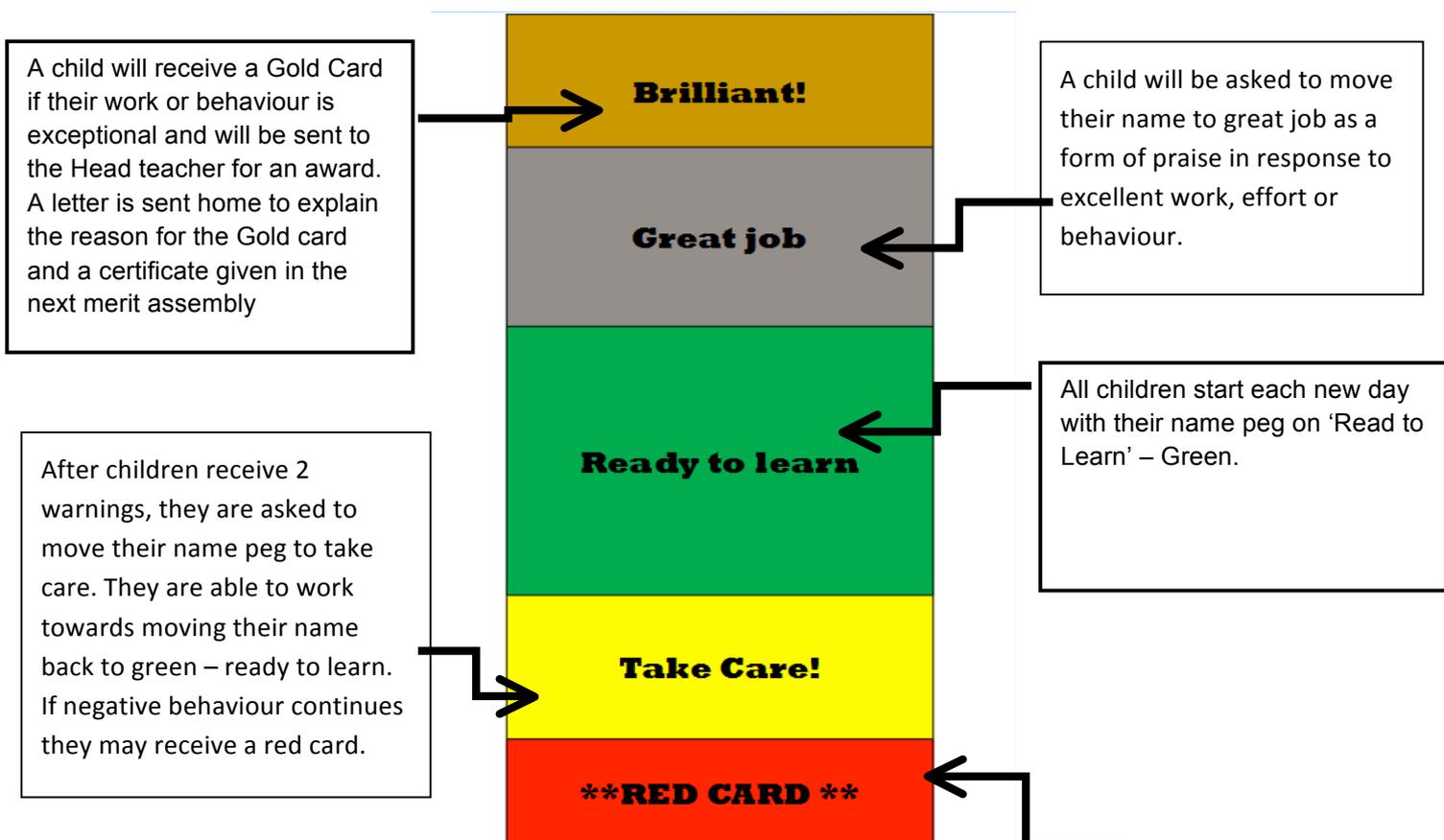
- Praise via a smile or kind word
- Written comments on work
- Pupil sent to another member of staff for recognition of their achievements
- Public word of praise in class or assembly
- Weekly merit awards given in a 'Celebration assembly' and name appearing on Merit board
- Letters to parents to share the success – gold card
- Individual sticker charts where appropriate in response to specific needs
- Class points system (class Dojo for years 1-6 & pasta jar system for Reception) operates in each class where children earn points.

## Reward Points/Systems

**Reception – Pasta Points:** Each class will have an empty jar which they will fill with pasta. The pasta will be given for good behaviour and good work. Once the jar is full they will receive a golden time session from a list of activities they chose earlier in the term as a reward. This is a more visual and practical approach that is age appropriate.

**Years 1-6 Dojo Points:** An online system is used to collect points which can be measured individually and as a whole class. The whole class are working collaboratively towards a class reward – a treat chosen democratically by the children. Concurrently, they will collect points individually – working towards regular small rewards. The top scorers in each class will then enjoy a bigger reward at the end of each term. The frequent rewards, both individual and class, will motivate children to maintain high standards of behaviour and work ethic at all times.

**Traffic Light System** - To encourage pupils to follow the rules we operate a traffic light system of rewards and sanctions in the classroom as follows. Pupils will move their personal peg up and down the traffic lights throughout the day according to behaviour.



### Receiving a Red Card Sanction

If a child receives a red card sanction we consider this is a serious matter as they have consistently or significantly broken a school rule(s). When the red card is given they will be asked to take it to the Head teacher or Deputy Head teacher and explain their actions, which will also be confirmed with the adult who gave the sanction. A child will then miss a period of time from the next playtime - the HT or DHT will then decide how long this time out will last which will depend upon the severity of the situation. A letter will be sent home, that day, with the child who received the red card which will explain why it was imposed. We would ask parents for their support in then encouraging their child to improve their behaviour in school and sign the attached form to confirm receipt. In extreme cases, a child may moved straight to red card in discussion with Head Teacher/Deputy Head Teacher. If a child's behaviour did not improve and 2 further red card sanctions were imposed we would invite the child's parent into school in order to discuss this pattern of behaviour and how we can work together to improve the situation.

On occasions when a child's behaviour continues to cause concern they may be moved to a Behaviour Tracking sheet. This is a blank copy of the weekly timetable and after each period of the school day the class teacher will record the pupil's behaviour. A simple system is adopted for recording this behaviour:

- a smiley face = no concern, appropriate behaviour
- a straight face = some concerns and warning may have been given
- a sad face = behaviour not acceptable and a sanction considered.

This sheet must be annotated by the class teacher to show the areas of improvement or continuing concerns. It should be shown to the HT or DHT at the end of each day and also taken home to show parents, then being returned the next day.

The purpose of the tracking sheet is to identify any particular times of day, lessons or situations which trigger inappropriate behaviour. This will then allow more appropriate focussed behaviour intervention strategies to be put in place to improve behaviour.

Once a child has had 2 weeks of 'smiley' faces on their chart they will usually then return to using the traffic light system.

### Other sanctions including Exclusion

In some situations, when the above system does not seem to be making a difference, sanctions may have to be applied when standards are consistently falling below an acceptable level and pupils persist in breaking school rules, thus affecting the welfare, education or safety of other pupils. These include:

- Pupil being asked to go to another class to complete work or reflect upon their behaviour.
- Pupil being sent to the Head-teacher or Deputy-Head teacher to discuss their behaviour and/or have a period of supervised time-out.
- Parent asked to come to school and speak to teacher or Head-teacher/Deputy Head-teacher about their child's behaviour.
- Referral to and involvement of external agencies to support the child in improving their behaviour e.g. Educational Psychologist; Behaviour or Learning support service; EWO or Social Worker.

Finally as a last resort a Fixed term or Permanent exclusion may be applied according to the LEA guidance.

### Playtime & lunchtime behaviour

During playtime all members of staff expect pupils to show the same consideration and respect for others that they show inside the classroom by following our school rules. If it is felt by the adult supervising that pupils are behaving in an unacceptable way by breaking these rules then they will share this with class teachers and sanctions will be applied. However, on occasions pupils may need to have some time out away from the situation and this will be to spend time walking with the playground duty supervisor. If the behaviour meant that a red card should be applied then they would be removed from the playground and taken to spend time out with the HT or DHT.

If children refuse to take this time out or do not respond positively to it then the class teacher, HT or DHT will be sent for in order to ensure the pupil complies.

### School Teams

The children are each assigned to a castle team where they work alongside children from each year group in the school. Each term there is a castle challenge where the children work collaboratively in their castles on a set challenge. This Autumn the challenge was linked to e-safety. In the Spring the challenge will be based on the environment and the Summer challenge will be about the theme 'keeping fit and healthy'.

The children will also compete in their castle teams on Sports' Day. Working in castle teams encourages collaborative working amongst the different age ranges, helps to develop good role models and allows the children to build new friendships. It also gives the older children a sense of responsibility by working with our younger pupils.

### **Failure to complete Homework**

If a pupil fails to complete their homework, including reading, and/or fail to submit it at the appointed time then they may be asked by their class teacher to stay in at playtime or lunch time until it is completed satisfactorily.

### **Bullying (See separate anti-bullying policy)**

We seek to develop a positive atmosphere around a sense of community for all members of the school community. As a community we will be alert to the possibility of bullying and harassment, dealing firmly with such behaviour and offering support and counselling to both the bully and their victim. If an instance of bullying arises it will be dealt with according to the anti-bullying policy and involving close liaison with parents and/or other agencies.

### **The use of Reasonable Force**

There may be times when it is appropriate to use reasonable force, and staff should read and follow the guidance below, taken from the DFE Guidance 'Use of Reasonable Force' 2011: Key Points

- (i) School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- (ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- (iii) Senior school leaders should support their staff when they use this power.

#### **1. What is reasonable force?**

- I. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- II. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- III. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- IV. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- V. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

#### **2. Who can use reasonable force?**

- (i) All members of school staff have a legal power to use reasonable force.

(ii) This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **3. When can reasonable force be used?**

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools 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
- Schools cannot:
- Use force as a punishment – it is always unlawful to use force as a punishment

### **4. Using force**

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose

### **5. Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents. In deciding what is a serious incident, teachers should use their professional judgement and should refer at all times to the Head or Deputy and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

### **6. What happens if a pupil complains when force is used on them?**

- (i) all complaints about the use of force should be thoroughly, speedily and appropriately investigated
- (ii) where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action
- (iii) when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably
- (iv) suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought

- (v) schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate
- (vi) if a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support
- (vii) governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher as employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident

### **7. What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary: - holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; - when comforting a distressed pupil

### Monitoring and review

Staff will regularly and frequently review and monitor the policy, making sure that it applies to all aspects of behaviour in the school. Pupils, parents, staff and Governors will be invited at various times to comment and make suggestions concerning the school's behaviour. According to findings and in agreement with all parties this policy will develop and be supportive to the whole school community.

This policy needs to be read alongside the Whole School Safeguarding Policy.

**Revised: November 2018 - Senior Leadership Team**

**Approved: November 2018 - Head Teacher**

