



Warley Primary School

Behaviour Policy

Last reviewed: November 2018

Adopted: 26th November 2018

To next be reviewed: November 2019

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Behaviour Policy



Warley Primary School is a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way.

We recognise that positive feelings directly result in positive behaviours and negative feelings result in negative behaviours (Essex STEPS 2018). These feelings will be a result of a child's experiences, both at home and at school.

Many things in a child's life are out of our control. We can't change their IQ, physical differences, genetic potential, birth order, gender, health, family circumstances, values, attitudes, or personal history.

We **can**, however, have an effect upon a child's desire to learn and the knowledge, skills and learning strategies we encourage them to use to become independent learners. We can also teach them the skills and strategies they need to use to enable them to identify with their own feelings and think about how their actions can affect the feelings and behaviour of others. We must provide them with the 'social buffers' to be able to cope with negative experiences and still display 'Pro-social behaviour'. (Essex STEPS 2018)

Policy Development

This policy has been rewritten in light of training received by Senior Managers. The therapeutic approach, as used by Essex Steps, underpins our behaviour policy and has directly impacted upon changes made since the previous policy.

At Warley Primary School, we believe we are on a journey to becoming a therapeutic setting and are aware that this could take several years. Therefore, small changes will be made to the policy every year to reflect the gradual changes which need to happen next in school practice and training.

This policy uses the terms 'Pro-social behaviour' and 'Anti-social' behaviour when referring to positive and negative behaviour respectively.

Aims

The aims of our behaviour policy are to:

- Cater for pupil and staff needs by being committed to consistency and kindness.
- Work towards understanding reasons for the challenging behaviours through analysis of behaviour (Roots and Fruits, Essex Steps 2018) and an appropriate support programme being put into place.
- Recognise pupils' Special Educational Needs will be a major factor to challenging behaviour. No blame is attached to pupils for having either a Special Educational Need or challenging behaviour.
- Develop strong attitudes of self-worth and respect for others.
- Provide staff with updates and information on all pupils with whom they are concerned, to ensure effective channels of communication for information.
- Senior management support will enable staff dealing with consistently stressful and challenging situations to share the load.
- Provide training with which to develop understanding of strategies for dealing with inappropriate and challenging behaviours.
- Ensure appropriate strategies are in place using a Consistent Management Plan (CMP) or Individual Risk Management Plans (IRMP) for those pupils who habitually display challenging behaviours, in consultation with relevant members of the multidisciplinary team, school staff and parents.
- Ensure confidentiality.
- Recognise that in crisis situations the appropriate STEP strategies may need to be used, ensuring the option of restrictive physical intervention is only taken as a last resort.
- Recognise that challenging behaviours can be passive as well as active.
- Liaise closely between home and school in devising successful strategies to meet the challenging behaviours being displayed by pupils.

Ethos

Above all else, the school is a place for children to grow and develop. We intend to provide an environment within which all the children in our school will be safe and comfortable, feel secure, happy and motivated and fulfil their potential. Children will receive the best education possible, appropriate to their individual needs.

- Our school is a friendly and supportive community within which the staff and children are encouraged to promote the growth of trust and mutual respect.

- We aim to work in partnership with parents by encouraging dialogue, welcoming parents into the school, and keeping them fully informed of school policies and the progress of their own children.
- We have created a stimulating, well-ordered environment for learning, which supports our strong academic ambition and enables us to have the highest expectations of every child.
- We expect good standards of behaviour and we help children to understand that they are responsible for improving their own behaviour with our support and advice.
- All curriculum studies are carefully planned to deliver effective and challenging teaching and learning, building on children's previous achievements.
- We regard spiritual and moral development as important in the development of every child.
- Opportunities for learning within the wider community are fully exploited through carefully planned study visits, organised school events and visitors.
- We believe that every child has unique talents which may take different forms, but are equally valued and encouraged. We aim to make children aware of their own strengths and help them to learn to value the strengths of other people.
- The children are encouraged to use their initiative, are given responsibility, and helped to develop self-confidence.
- Each classroom reflects the excellence of the children's work through carefully presented displays, which represent the best efforts of every child and celebrate their achievements.
- We expect that children will leave our school with confidence in their own ability, with the skills to extend and apply their knowledge, and the belief that learning is enjoyable and rewarding.

The Foundations of achieving Pro-Social behaviour

At Warley Primary School, we recognise that there are two ways to influence behaviour:

1. External Discipline - controlling behaviour
2. Internal Discipline - teaching behaviour

External Discipline may come in the form of rules, punishment, bribery and suppression and will only ever change behaviour for a short period of time. Adults may think that they have 'sorted' the behaviour but in fact feelings of shame or fear have led to the children seemingly making a good choice for a limited period of time. **This is not how we wish to achieve pro-social behaviour at our school.**

Instead, Internal Discipline is about working with a pupil's experiences and feelings to create an internal motivation to achieve pro-social behaviour. This will result in a long-term change. This will not happen quickly if children are habitually demonstrating anti-social behaviour.

However, children must understand that talking about their behaviour will always, consistently happen and this consistency of discussion will, in time, bring about internal changes.

How else can we teach Pro-social behaviour?

Pro-social, or desirable, behaviour can be taught using the following techniques:

- Relationships
- Role Modelling
- Consistency
- Scripts and routines
- Positive Phrasing
- Planning
- Reward and Positive Reinforcement
- Feedback and recognition
- Comfort and forgiveness

Protective Consequences

Sometimes, when a child has demonstrated that they cannot engage safely with a particular activity or in a specific environment, a protective consequence may need to be put in place.

This may mean that the child concerned will not be able to engage with a particular activity or make use of particular environments until they have demonstrated that they have changed their behaviour.

This decision is made to keep everybody safe and is not a punishment.

E.g. if a child demonstrates that they cannot play outside safely at lunch time, they may be asked to play inside with one friend, in a supervised environment until we can be sure that the child has changed their behaviour.

A **restorative approach** would be used to encourage children to make the adequate changes. (Please see the relevant paragraph on 'Following-up behaviour')

Lunch club

Children may be asked to attend 'Lunch Club' from 12:30-1:00pm (during lunch time) for various reasons. These may include:

- Not completing an achievable amount of work in class
- Demonstrating behaviours which mean it is not safe for them to be outside at lunch time (Protective Consequence)

Traffic Light System and Golden Time

At present, every class has a 'Traffic Light' system in place. The system works as follows:

- All children begin each day with their named peg on the green traffic light
- A child is verbally warned about undesirable behaviours and the adult will provide explicit instructions, using positive phrasing, as to how to avoid moving to amber
- If the behaviour persists, the child's peg is moved on to the amber traffic light
- The child's peg is moved back from amber to green at the start of every day
- For severe behaviours (e.g. physical/verbal abuse) or persistent disruptive behaviours after being moved to amber, children's pegs will be moved to the red traffic light
- Children who have reached red at any point throughout a week, will not get to take part in Golden Time on Friday afternoon.
- Instead, they will spend the time in 'Restorative Therapy', discussing the behaviour which led to missing Golden Time.

Consistent Management Plans and Individual Risk Management Plans

Sometimes it is necessary for children to have a Consistent Management Plan (CMP) or an Individual Risk Management Plan (IRMP), if behaviours are more severe. This is a plan drawn up with school staff, parents and other professional agencies, to establish a consistent way in which a child's specific behaviours will be dealt with. The plan is then shared with all staff to ensure that the same approach is always used when dealing with that challenging behaviour.

The Use of a Recovery Area

A Recovery Area is a place of safety that provides the facility for staff to support the need for pupils to calm down when in crisis. These areas help to preserve the safety of other pupils and members of staff. Under no circumstances will a pupil be

left alone in a Recovery Area, without a member of staff being in the immediate vicinity. At present, the designated Recovery Area is a child-friendly tent in the SMT Office. Children who need to be guided out of an environment will be brought here to 'recover' from their crisis.

Following-up behaviour

Once a child has visibly recovered from their crisis, a member of the SMT will engage the child in conversation about the behaviour demonstrated during the crisis. The consistency of knowing they will always recover, and talk about their behaviour, is crucial in bringing about long-term changes.

The discussion, once the situation has been sufficiently calmed, may be as follows:

1. Explore what happened
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time.

Confiscation of inappropriate items

Members of staff may confiscate items which should not be in school and/or are proving to be a distraction to children's learning. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Any confiscated items will be retained by a member of staff until it is deemed that it should either be disposed of or returned to the parent of the child.

Power to search without consent

Although very rarely needed in Primary Schools, any paid staff member has the power to search without consent for prohibited items. Force cannot be used to search for these items.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence

- Any item banned on the school rules

Use of Reasonable Force

The following is taken from *'Keeping Pupils and Staff Safe - management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour'* (Jo Barclay 2018)

What is reasonable force?

- 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.
- Force is usually used either to control or restrain but could be used to prevent injury or accident. 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.

This should not involve gripping as it could result in harm to the child. Staff will need training if this is a regular occurrence.

Emergency Situations

There are some, rare occasions where an adult may have to grip a child. For example, if a child was about to run into the road and could be hit by an oncoming car. Where the alternative is serious injury or death, an adult may inadvertently grip a child when using reasonable force. However, this would only ever happen in emergency situations and would be deemed necessary in the circumstances.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils, redirecting a pupil's path, or active physical contact (but non-restrictive) such as escorting a child out of a classroom.
- Adults at Warley Primary School may use non-restrictive force to guide or escort a child at any time. The methods used for guiding and escorting are detailed in the 'Use of Touch Policy'.
- 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.

- 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 the pupil.

Who can use reasonable force?

- 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 Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- 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.

Schools can use reasonable force to:

(This list is not exhaustive and provides examples of where reasonable force can and cannot be used - this is also taken from DfE guidance)

- 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.

Reasonable force should only be used to avoid harm to the child or other children and where all other de-escalation strategies have been considered or attempted.

Records of Restrictive Physical Intervention must be recorded as quickly as possible (within 24 hours) in the Restrictive Physical Intervention Record in the SMT Office.

Bullying

There is no universally accepted definition of bullying and sometimes parents/ carers and children can get confused between what is bullying and what is a friendship fallout or relational conflict between children.

Bullying is generally considered to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In order to prevent bullying at Warley Primary School, we aim to:

- ensure children and parents have a clear understanding of what constitutes bullying
- be punctual for lessons and supervisory duties and be highly observant
- promote self-discipline and good behaviour e.g. using praise to reinforce any positive behaviour
- praise co-operative and non-confrontational behaviour
- respond to and follow up all incidents consistently
- offer the victim of any incidents immediate support and dealing with the bully by instigating appropriate behaviour support
- ensure that all repeated or serious incidents of bullying are reported to the Assistant Headteachers/Headteacher and the Class Teacher through the use of Incident forms
- discuss bullying in PSHE sessions and assembly time, taking every opportunity to build the self-esteem of all pupils
- promote relationships and opportunities for pupils to share concerns with adults.

Exclusions

Only the Headteacher (or Assistant Headteachers, acting in the absence of the Headteacher) have the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a child permanently, if the circumstances warrant it.

If the Headteacher excludes a child, they must inform the child's parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make such an appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond fifteen days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has a Pupil Discipline Committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider an exclusion, they consider the circumstances in which the child has been excluded, any representation by the parents and the LA, and whether the child should be reinstated. If the governors' Appeals Panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

The SMT keep a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Recording

Recording of minor incidents is the responsibility of the Class Teacher. This will be completed on a 'Blue Behaviour' form, kept in each class. If a child goes on to 'Red' during the week, a 'Red Report' is sent home detailing the reasons why. A copy of this is also kept in the class file.

Incidents which occur at Play Time or Lunch Time are recorded by Midday Assistants and handed to the SMT for monitoring, to see if any further action needs to be taken.

If an incident occurs at the end of Play Time or Lunch Time, children have access to 'Playground Incident forms', where they can write down the details of the incident and pass it to the Class Teacher, who will then follow it up at a convenient time.

Children who may have additional needs which lead to habitual anti-social behaviours may have their own behaviour record system which is used and managed by the adults involved with that child.

The role of the governors

The Governing Body has the responsibility of ratifying the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about specific disciplinary issues. The Headteacher should take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teachers record minor classroom incidents and the action taken. The Headteacher records those incidents where a child has been sent to them. Adults on duty at break and lunchtime also record incidents on Playground Incident Forms. These incidents are followed up by a member of the SMT, where necessary.

Training

The Headteacher and another member of the SMT are trained to be Essex Steps Tutors. The trained tutors will attend refresher courses each year to ensure certification does not expire. It is hoped that further staff will be trained in the Essex Steps Approach.

Once a year, an INSET day will be devoted to cascading the Essex Steps training to staff in school. Small modules of the training may be delivered as and when the need arises, with different groups of staff.

Review

This policy will be reviewed annually by the SMT and ratified by the Governing Body.