



Behaviour Policy

including use of physical restraint

Policy lead:	Headteacher
Date of last review:	September 2022
Date for next review:	September 2024

Behaviour Policy

Mission Statement

Learning to make a difference

School aims:

Through developing our key skills of creativity, respect, responsibility and resilience we want our children to become:

- ❖ Motivated, independent learners
- ❖ Confident, active contributors
- ❖ Skilful, knowledgeable thinkers
- ❖ Curious, creative individuals

Policy Rationale

We believe that children need to feel happy, safe and confident in the school environment before they can become confident learners and achieve the aims set out above. We want our children to be respectful, caring, friendly and confident. We also want our children to feel that they take responsibility for their behaviour which will prepare them for continuing responsibility when they venture into the world beyond primary school. We strive towards our children wanting to behave well *intrinsically*, rather than needing to be told by adults (*extrinsically*) and to show pride in their school and a desire to behave well.

The term 'behaviour' throughout this policy encompasses both conduct and learning behaviour and relates to disruptive behaviour as well as 'low-level' behaviour that can also disrupt learning.

Aims of this policy

- To create a calm, positive environment throughout the school day that has a strong impact on progress and learning
- To ensure all children have a right to be respected and are treated fairly, ensuring no gender, race or religious bias in the way they are treated by others
- To encourage and reinforce positive behaviour, courtesy and good manners
- To be clear and consistent in our approaches to rewarding good behaviour and applying sanctions when appropriate
- To value the work, effort and behaviour of all children
- To encourage parents and carers to work in partnership with the school and to model respectful behaviour towards all staff and other members of the school community
- To ensure that children's behaviour does not put themselves or others at risk, including through their online behaviour
- To help children know that they can trust adults to help them quickly to resolve concerns
- To ensure children want to be at school because they are happy and safe, so leading to improving attendance and attainment

- To allow all children to learn in a purposeful environment and have the right to be respected and listened to.

For these aims to be reflected in the life of the school, fair and clear guidance needs to be established, understood and put into practice by all staff. Children are expected to behave courteously to each other and to be aware of safety considerations at all times. Staff treat children with respect and model positive behaviour and good manners at all times, and the expectation is that they are treated respectfully in return.

Inclusion and equality

The school is an inclusive community; children are taught about each other's differences and learn to respect each other. Children in the school have a range of needs, this means that staff use their discretion on occasions and manage behaviour using this policy in a flexible manner. Through careful education, children understand that the needs of their peers may be different to theirs. We expect staff to be proactive and prompt in reporting any incidents of bullying or unkind behaviour; through our 'KiVa' approach we ensure we have an effective means of dealing with any reports of bullying (see separate anti-bullying policy). We involve parents at an early stage if we believe that there is a behaviour concern and we work closely with them. We also try to support parents' management of their children's behaviour at home, offering advice and the involvement of external professionals where appropriate.

We do not feel it is appropriate to discipline children for incorrect uniform, missing items or punctuality/attendance as these are matters that need addressing with parents in the first instance.

Lunchtimes

Our lunchtimes are supervised by our Teaching Assistants which means that they know the children well. If there is a behaviour problem outside, the child will be firstly given a warning and told what needs to change, if it continues they will be moved to a different area of play or away from a certain game and if it still persists they will be sent into Mrs McLoughlin or Miss Sparkes. In the case of a more serious situation, a TA can send for the nearest available teacher to support.

Class Charters

Each class will develop a class charter in September that outlines the behaviour expected in that classroom to make it a purposeful learning environment. Part of this discussion will also be to determine with the children what expected behaviour looks like; where there is a class need a teacher will agree a shared target with the class and they will work together to achieve this, working towards a short reward time when this is achieved.

Rewards and sanctions

We expect all children to behave appropriately for most of the time and we will acknowledge the 'always' children and those who go 'above and beyond'. There will be some children who need a more individual behaviour plan and this will be discussed and agreed with parents and the headteacher.

There are many ways we can reward good behaviour without prizes or stickers and we encourage all staff to spot and praise this in all children across the day. Ways to recognise good choices include:

- Non-verbal rewards such as a thumbs up sign or a smile
- Specific praise (i.e. “good sitting”, rather than just “well done”)
- Showing work to another teacher or to the head teacher or child sharing in class
- Recognition in the Golden Apple assembly (1 Golden Apple per year group each week)
- Teacher letting a parent know about good behaviour or an achievement

Sanctions

We are careful to use language that distinguishes between the child and their behaviour, for example a child is not ‘naughty’ but has made a ‘poor choice’ and is given a ‘chance to change’. We will show kindness and empathy as unwanted behaviour is usually a sign of an unmet need. We believe that the use of the class charter and agreed focus will be enough for the majority of children. The class teacher has other possibilities they can use, depending on the unwanted behaviour, including missing part (but not all) of a playtime to complete learning and sending the child with their work to another class or the headteacher for a short period of time, or sending work to be finished at home. This support will not be carried out in front of the whole class and aims to enable children to see what needs to change and how they can do this. A child may also be asked to work outside the classroom for a short time, either alone or with a teaching assistant, but this is not to become a regular strategy without discussion with the headteacher and parents. We will not use ‘blanket’ punishments for a whole class.

In extreme cases and as a last resort a pupil may be excluded from the school; this will be undertaken within the Devon Exclusion Guidelines. **(See Appendix 3)**. On return to the school a plan will be developed to support the reintegration into the class. Further details in our exclusion policy.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. A teacher may be asked to keep a record of behaviour (behaviour log) so that patterns can be looked for. This information will contribute towards:

- Individual Education Plans and/or Behaviour Plans
- Pastoral Support Programmes including working with parents/carers
- Support from the Behavioural Education Support Team or other external professional

Peer Support

We believe it is important to give the children the words and means to resolve disagreements without always needing adult support, although of course it is there if needed. We also know that during the day there will be many small incidents where children ‘fall out’, which to a child can be very significant so these will be dealt with appropriately. When children start school they are introduced to the story of the Peace Rose and as a means of conflict resolution they are taught how to use this with their words to resolve differences. In the beginning this is modelled and

supported, but as children get older we hope they will use this life skill more independently. This will be used through EYFS & KS1.

In KS2, through our KiVa programme, selected upper KS2 children will be involved at lunchtime by looking for 'KiVa' behaviour and sharing these with the class teacher.

Bullying

We work hard to avoid bullying in school and to educate children about this. Please see the separate anti-bullying policy.

Use of physical intervention and restraint

On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident.
- At least one member of staff will have training in this area and further training will be offered if it is likely to be used more regularly.
- All staff are aware of the legal duties.
- If it is expected that it may be required a risk assessment will be written and shared with key staff and parents.

Key points we will adhere to:

DO

- Tell the pupil what you are doing and why
- Send for support immediately
- Use the minimum force necessary
- Involve another member of staff if possible and always ask another member of staff to take over if you feel you are getting stressed or angry
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint

- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint; bend fingers or pull hair; hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck; slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

The sequence we will try to follow will be:

1. Isolate the child from others in the class by removing them to a space outside the classroom. The child must be spoken to on a one to one basis at an appropriate time once they are ready to listen.
2. If the child refuses to do as requested, remove the rest of the class to another area inviting the child to join when they have 'cooled down'. The child must be spoken to on a one to one basis at an appropriate time.
3. If the child has become uncontrollable or is putting at risk their own safety or that of others, send for the Headteacher or another member of staff. Positive strategies to guide the child to a safe place will be implemented with the support of a colleague.
An incident report must be completed as soon as possible after the incident.
4. The Head teacher will be involved at this stage and make decisions about the appropriate course of action and sanctions. Parents will be invited to meet with staff to discuss the situation.

Possible sanctions may include;

- Deprivation of an enjoyable activity – playtime etc.
- Deprivation of privileges – i.e. extra-curricular activities, responsibilities
- Internal Seclusion for a short time
- Temporary exclusion from school (Following Devon Guidelines)
- Permanent exclusion from school (Following Devon Guidelines)

Exclusion guidelines are available on request and parental guidance is available from the Devon Inclusion Guidance Service.

Evaluation of this policy

To ensure continued improvement in behaviour, it is important that we regularly look at the effectiveness of this policy and make changes where needed, it will be formally reviewed by staff and Trustees on an annual basis and shared with parents. Some ways we will evaluate this policy are:

- Behaviour / pastoral issues will be a standing item on the weekly staff meeting agenda
- Trustees regularly monitor and evaluate behaviour through their visits to the school
- Behaviour is reported to the Chair of Trustees termly, together with details from the behaviour log and any bullying incidents
- Behaviour is regularly assessed during lesson observations and the findings reported back to individual teachers
- Questions related to behaviour are included in pupil and parent surveys
- The progress of children needing additional support in this area is measured at regular intervals

- Feedback about behaviour issues is given to parents through regular contact meetings, parents evenings and termly reports.

Roles and responsibilities

Trustees

- To ensure that there is an agreed policy which is reviewed annually and that it is implemented within the school;
- To deal with issues relating to the policy, with reference to the agreed complaints procedure where appropriate.
- To monitor instances of bullying and prejudice related incidents

Head Teacher

- The Head teacher has overall responsibility in school for managing behaviour and implementing this policy across the school;
- To support and manage implementation of agreed strategies to promote appropriate behaviour;
- To facilitate the work of the school council;
- To implement procedures for addressing inappropriate behaviour. In the event of a major incident, communicate immediately with parents where the issue is deemed severe;
- To facilitate the involvement of outside support agencies where appropriate;
- To manage requirements for reporting incidents of inappropriate behaviour to the governing body and/or Department of Education;
- To ensure all safeguarding duties and considerations are paramount;
- To ensure vulnerable children and those with additional needs receive appropriate support;
- To ensure staff feel supported and receive training and advice when it is requested or needed.

School Staff Responsibilities

We believe that it is important that all staff are good role models to the children and implement this policy and therefore do not distinguish between teachers and support staff, however teachers must ensure that any support staff are given appropriate guidance when working with challenging behaviour.

- To implement this policy and raise any concerns with the headteacher as soon as possible
- To treat all children fairly and with respect
- To help all children to learn in a safe and non-threatening environment
- To provide a challenging, interesting and relevant curriculum
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy

- To implement agreed strategies for promoting appropriate behaviour
- To liaise with parents and other relevant staff over issues relating to behaviour and to support the child in using strategies to improve behaviour with the school team and parents/carers
- To facilitate a regular circle time/PSHE session where issues relating to behaviour may be addressed
- To establish and maintain a class charter with the children.
- To ensure the children in their care understand the requirements of the policy and procedures
- To ensure consistency of approach between classroom and group work when working with children
- To ensure children understand the high expectations of the school
- To work with identified children to support and give emotional support where appropriate

Links to other policies:

Special Educational Needs & Disabilities

Anti-bullying & KiVa

Allegations of Abuse against Staff

Complaints Procedure

Safeguarding of Pupils

RHSE

September 2022

To be reviewed annually and to take into account all new DfE guidance in this area