



Behaviour Policy

Including the Use of Restraint

For Woodhall Primary School, part of the Unity Schools Partnership

This policy should be read in conjunction with:

- **DfE's Use of Reasonable Force, July 2013**
- **Woodhall Primary School's Anti-Bullying Policy, September 2018**
- **Woodhall Primary School's Play & Lunchtime Behaviour Statement 2018**

Date of Review:	September 2018
It was ratified by the Woodhall Primary School Local Governing Body on:	4 th October 2018
Date of next Review:	September 2020

BEHAVIOUR POLICY

Context

At Woodhall Primary School, we are committed to inspiring a love of learning by promoting ambition and providing opportunities which ensure talents are nurtured; needs are met and all can flourish. This policy is a fundamental component in ensuring this commitment is achieved and applies to all members of our school community.

Aims

It is a primary aim of our school that every member of the school community is respected, supported and valued. The aim of this policy is to promote good behaviour in the following ways:

- Provide a broad, balanced and challenging curriculum which is rigorously planned to ensure breadth, depth and relevance, and is appropriate to the needs and progression of every child.
- Encourage, reward and celebrate individual strengths and achievements of children and staff.
- Develop purposeful links between children, staff, Governors, parents and the wider community.
- Promote high expectations of good behaviour, courtesy, mutual respect and consideration of others, within and beyond the school environment.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community and, ultimately, of wider society.

Woodhall's Three Rights

To reinforce the school's values, we recognise that all members of the school community have a right to:

- Learn
- Be treated with respect
- Feel safe and secure.

Responsibilities

Senior Leadership Team and Governing Body

The Head teacher and Governors have a critical role in identifying and developing values and expectations which are shared by children, parents and staff. They should:

- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day.
- Ensure senior leaders model the behaviour and social skills they want children and staff to use.
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.

- Monitor the effectiveness of the behaviour policy and ensure that it is consistently applied.
- In relation to fixed-term and permanent exclusions, the Governing Body may be required to form a pupil discipline committee, which should comprise three, non-staff members. The committee should consider, on behalf of the Governing Body
 - any parent/ carer representations made following a fixed-exclusion
 - consider reinstating or upholding the Head teacher's decision to permanently exclude a child
- The Governing Body cannot, in the case of a fixed-term exclusions, extend the period set by the Head teacher.
- If the Pupil Discipline Committee decides that a child should be reinstated, the Head teacher must comply with this ruling.

Teaching and non-teaching staff

Staff are expected to set the right example to children in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of children within sight or sound of them. The teacher is the main influence in creating a positive environment in class by:

- Clearly explaining and teaching the class and school rules to the children.
- Setting high but achievable standards for children's work and behaviour.
- Sharing skills, learning tasks and outcomes as part of the teaching process.
- Encouraging active participation and responsibility for their own learning, which includes opportunities for self-evaluation.
- Offering a balance of appropriate differentiated learning experiences for all.
- Marking and feedback should be appropriate and thorough.
- Positively reinforcing good work, effort and behaviour.
- Ensure positive and smooth transition arrangements between Key Stages.

Parents and Carers

We believe that it is important that parents are involved in the reinforcement of positive behaviour.

- On enrolment, parents sign a home/school agreement, which clearly sets out expectations of behaviour, attendance and punctuality.
- Parents should ensure that their children know the standard of behaviour expected in school and understand the consequences of breaking school rules.
- The school will inform parents if they are concerned about a child's behaviour and they feel that initial sanctions have not had the necessary effect.
- The school works in close partnership with outside agencies, which provide information and classes for parents wishing to learn more about how they can support behaviour and attendance from home.

Behaviour – General Statement

Promoting good behaviour involves responsibilities and rights on the part of the teachers, support staff and learners. Teachers and support staff are expected to act

as role models for children, in terms of their behaviour, appearance and modelled relationships. Children have the responsibility to co-operate and the right to enjoy respect and friendship.

Promoting Good Behaviour – Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

- Instant positive comments – written or spoken
- Dojo points – these are rewarded for good effort or achievements. All children are allocated into one of four halls – Guild, Kentwell, Melford and Stanley. Each week the Dojos are counted and at the end of the term a cup is awarded to the winning hall. Children from the winning house are rewarded with a non-uniform day.
- Celebration Assembly – an opportunity each week for a child from each class to receive an Achievement Award for something they have done well that week
- Golden Leaf Award – this is awarded each week to one child in Celebration Assembly. The child is chosen for setting an example of exemplary behaviour and attitude to school life to the rest of the school
- Golden Ticket – if a child is identified adhering to the school’s lunchtime pledges (see Appendix A), they will receive a Golden Ticket. Recipients of Golden Tickets are then randomly selected to have lunch with the Head teacher each week
- Celebration of work – teachers may ask parents to come in to view successful pieces of work completed by their child
- Sharing work with the Head teacher and/or Deputy Head teacher
- Roles and Responsibilities – House captains, School Council members, Eco-Committee, Play Leaders
- Attendance Badges – these are awarded at the end of each term for excellent attendance
- Wall of Achievement –highlights children’s achievements both in and out of school.

In exceptional circumstances, parents may receive a postcard celebrating the effort or achievement of their child from their child’s class teacher or the Head teacher

Promoting Good Behaviour - Sanctions

We are committed to developing positive behaviour and raising self-esteem for all children. Positive correction is encouraged as the preferred method through rule reminders and referring children to the behaviour they should be aiming for, rather than emphasising poor behaviour. However, we recognise that from time to time there will be a need for sanctions when behaviour is deemed unacceptable and not conducive to learning. The use of sanctions should be characterised by certain features.

- It must be clear why a sanction is being applied

- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment should be avoided as it breeds resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

The following list of behaviours is not exhaustive, however, it provides a clear indication of the behaviours deemed unacceptable at this school:

- Constantly distracting children/ adults and interrupting opportunities to learn
- Failure to complete set tasks/ activities on a regular basis
- Refusal to accept the authority of a member of staff
- Physical abuse to a person or property (e.g. vandalism, hitting, kicking, biting, punching, spitting, fighting)
- Verbal abuse (e.g. swearing, offensive name calling).
- Bullying of any kind (including abuse directed by reason of another individuals race, gender, disability or sexual orientation)
- Stealing
- Offensive hand gestures
- Abuse of internet privileges – cyber bullying
- Leaving the premises/ classroom without permission

Sanctions proceed along the following continuum, supported by the use of a traffic light system. However, some offences e.g. physical abuse, will require the immediate attention of the Deputy Head teacher or Head teacher, and possibly the involvement of parents.

Steps to follow if inappropriate behaviour is displayed:

- | | |
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| Step 1 | Facial expression of disapproval

<i>In PE, for health and safety reasons, only one warning will be given before moving a child to <u>Step 6</u></i> |
| Step 2 | Child's initials written on board (or informed of inappropriate behaviour if not in class e.g. break time) |
| Step 3 | Child's name moved to Amber |
| Step 4 | Final warning given using the phrase... 'This is your final warning. Do you understand? Children should be fully aware of what this means and the possible consequences of continuing with their behaviour.' |
| Step 5 | Child's name moved to Red |
| Step 6 | Child instructed to sit on the designated 'Time Out' chair to reflect on their behaviour

<i>If a child fails to complete their work due to poor behaviour, they may be asked to complete this during lunchtime on a Tuesday or Friday.</i> |

Step 7 Child escorted to Deputy or Head teacher for a period of isolation. Incidents should be recorded on the school's Behaviour Log. Parents should be informed of isolation by letter.

For a regular offender:

- Head teacher, Deputy Head teacher, Children and Families Support Manager and the child's class teacher to discuss the child's unacceptable behaviour. Consider a Behaviour Plan
- Meet with the child's parent/s to investigate possible causes and to discuss alternative strategies
- Consider a referral to a multi-agency e.g. CiiS
- Consider access to extra-curricular or enrichment activities dependant on progress.

If a child's behaviour does not improve move to Step 8.

Step 8 **On Report**

- Child placed on a Behaviour Plan
- Involvement of all necessary agencies
- Consider CAF
- Personal Support Programme (PSP) Meeting with parent/s and child. PSP to last a min of 2 weeks/ max of 20 weeks. Reviewed weekly
- Clear, realistic targets for behaviour agreed (maximum of three)
- Clear rewards consequences identified for success or failure (including possible exclusion)
- Daily feedback to child (x 5), weekly feedback to parents.

Step 9 **Internal Exclusion** – including any incidents of fighting

Step 10 **Fixed-term Exclusion**

Step 11 **Permanent Exclusion**

Detentions

Where a child regularly fails to complete their home learning or class based tasks or activities, they may be given a lunchtime detention on either Tuesday or Friday.

For further details see Appendix B.

Fixed – term & Permanent Exclusions

In the case of a child behaving in an exceptionally abusive, violent or disruptive manner it will be at the discretion of the Head teacher to engage the exclusion procedure immediately.

Only the Head teacher (or the Acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head teacher excludes a child they must:

- Inform the parents immediately giving reasons for the exclusion.
- Make it clear to the parents that, if they so wish, they can appeal against the decision to the governing body.
- If the exclusion is for more than 5 days, or permanent, the Head teacher must also inform the Trust, the Suffolk County Council and the Local Governing Body.
- Following a period of exclusion a child and their parent will be required to meet the Head teacher before returning to school.

Restraint

Where children are in danger of harming themselves or others, the teacher is empowered to use physical restraint to prevent possible injury. Under the Education and Inspection Act 2006, section 93, teachers and learning support assistants have the legal right to use reasonable force to prevent a pupil from committing any offence, causing personal injury or damage to property or persons or prejudicing good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise. At Woodhall Primary School the site manager and office staff are also approved staff.

For further information see Appendix C.

Visits out of school

Where there are serious concerns about a child's behaviour, which may jeopardise the safety of others during an educational visit, the child may be prohibited from attending. In this instance, the child will be educated in another class.

Prohibited Items

Where a prohibited item (Appendix D) is confiscated, this will be kept at the school office for collection by the pupil at the end of the school day. If the item is potentially dangerous or if it is persistently confiscated, the child's parent/ carer may be asked to collect it. If it is not collected after one week, it may be disposed of.

If a child is suspected of carrying a prohibited item, it may be necessary to search them. Two members of staff will always be present if a search has to be undertaken.

Monitoring & Review

This policy will be reviewed annually, and monitored by the governing body.

Appendix A

Lunch Time Pledges

- We promise to use indoor voices
- We promise to use our knife and fork to eat our school lunch
- We promise to chew with our mouths closed
- We promise to show respect to the adults and to each other
- We promise to keep our food on our plate
- We promise to stay at the table until we have finished eating
- We promise to move sensibly around the hall
- We promise to put our hand up if we need anything

Appendix B

Detention

- Schools have a legal power to put pupils (under 18) in detention.
- Detention as a sanction must be communicated.
- Outside school hours – section 5 of the 2011 Act removes the requirement of staff in schools in England to give 24 hours written notice.
- Lunchtime detention – no notice required.
- Parental consent not required.

Appendix C

The use of reasonable force to control or restrain pupils

From 1st September 1998, the powers of teachers and others in schools to use reasonable force when in charge of pupils has been clarified. The use of corporal punishment is not authorised.

When may reasonable force be used?

- Where a criminal offence is being committed;
- Where pupils may injure themselves or others or damage property
- Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils;
- When the action occurs on the school premises or during an authorised activity off the premises.

Who may use it?

People authorised by the Head teacher e.g. those among the staff who are formally trained. In the case of an emergency, any staff in attendance may restrain a child. Where force is used, a written record of the situation should be made and given to the Head teacher.

What is regarded as reasonable force?

If used, force must be reasonable, necessary, proportionate and a last resort. Examples of reasonable force include:

- Physically interposing between pupils;
- Standing in the way of a pupil;
- Holding, pushing or pulling;
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

In extreme cases more restrictive holds might be used.

Types of incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury;
2. Where there is a developing risk of injury, or significant damage to property;
3. Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks 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 pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure himself or herself or others;
- A pupil attempts to abscond from a class or tries to leave, where they would be at risk out of the classroom or school.

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Following such an incident, any complaints should be made, in writing, to the Head teacher in the first instance, who will follow the agreed complaints procedure.

Appendix D

Prohibited Items and Searching

The Head teacher or other members of the Senior Leadership Team may search a child's property. The Head teacher or senior leader will always be accompanied by another member of staff if a search is conducted.

Searches will generally be with the consent of the child e.g. checking for lost items in a school bag. However, if the child is suspected of having a prohibited item, a search may be undertaken without consent. Prohibited items may include:

- toys
- fidget spinners
- trading Cards
- mobile phones,
- electronic games and devices,
- knives,
- weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- matches/ lighters
- fireworks,
- pornographic images,
- any article that the member of staff reasonably suspects has been, or is likely to be used to:
 1. commit an offence,
 2. cause personal injury to, or damage to the property of, any person (including the pupil)

The school retains the option of calling the police, who may decide to conduct a search.