

THE DOVE-SHELL FEDERATION

East Crompton St James' CE (VA) Primary School

St Thomas' Moorside CE (VA) Primary School



BEHAVIOUR POLICY

Date of Policy / Reviews	Author(s)	Approved by Gov. Body	Signed	Date for review
January 2018	Adam Laskey		Adam Laskey	Jan 2019

Schools Visions

Our vision for East Crompton St James' is to enable.

'All children to achieve their potential through an enjoyable, imaginative, creative and challenging curriculum, using focused and differentiated planning, practical activities and development of independence.'

Our vision for St Thomas' Moorside is one where.....

'As friends and family we work together to provide a stimulating, enthusiastic and caring environment, where everyone experiences personal success.'

Rationale

Our schools aims to be communities where every individual is valued and cared for so that they can develop to their full potential. We want to be proud of each other's achievements. We believe that good behaviour and discipline is vital to the proper functioning of the schools.

What is good behaviour?

Good behaviour is conduct which assists the schools to fulfil their function, namely the development of the potential of all pupils. Bad behaviour is conduct which prevents either a pupil's own development, disrupts the developmental process for other members of the school communities, or puts at risk other members' personal safety.

Responsibility of behaviour

Behaviour is the responsibility of everyone in the schools. All staff should praise good behaviour, when they see it, as well as dealing with inappropriate behaviour. Children should be responsible for their own behaviour and understand some behaviours are inappropriate and how they should have behaved in the situation. Where children have specific behaviour problems, it is the schools' responsibility to give the child the level of support they need. Parents are expected to support the school with behaviour issues and work alongside in an open and honest manner. This approach will help to remediate behaviour problems quickly. Children are actively encouraged to be responsible well-behaved members of the school communities within a supportive and caring environment. Pupils are encouraged to make the right choices regarding behaviour rather than being told what to do.

Golden Promises

We have a high expectation of behaviour from everyone in our schools. We have therefore drawn up a set of Golden Promises. These are Promises we follow that ensure our high expectations are met. The Promises are meant to be positive and not a long list of un-acceptable behaviours. They are as follows:

- 1. We always show respect for everyone in our school.**
- 2. We always do as we are asked first time.**
- 3. We always look after our own property and that of others.**
- 4. We always behave in a way that allows us and others to learn and do our best.**
- 5. We always think about the health and safety of others when moving around school.**

The Always system

We have adopted the Always system as the key feature of the schools' behaviour management system. In each classroom there is an Always chart. These have 5 incremental steps that children move up. There is one incremental step for each Golden Promise. Children move up the chart 1 step at a time as they demonstrate the use of our Golden Promises. If however they show inappropriate behaviour then they move down 1 step on the chart. The charts are very visual so children can see their progress. It is encouraged that children move themselves up and down the chart when instructed by any member of staff. When a child reaches the top of the chart they receive an Always Badge from either a senior leader or key-stage leader, their achievement is celebrated with this person. If however a child moves down the Always chart then the child then takes their badge to one of the people named previously, who discusses with them the breaking of the Golden Promise and how the child can earn their badge back. The child then collects their badge when they have earned it back.

Any member of staff can move a child up or down the Always chart. During lunchtimes it is the responsibility of the MDS to inform the teachers of any children who have broken the Golden Promises. This needs to happen so the behaviour of children can be monitored at lunchtime by staff and incidents can be reported to parents or recorded on CPOMS if necessary.

Children with Always badges should be rewarded with jobs and special things during the school day. Those without badges should not be chosen. Every class will have an Always day at the end of every ½ term. This will take place on the last week at a time chosen by the teacher. Children wearing their Always badge can participate in the activity. Those who don't are given alternative work to do. The children should be unaware of when Always day will happen. Any child who has lost their badge on 3 or more occasions in a ½ term will automatically lose their Always day. These no badge consequences will also happen:

No badge no golden time

No badge no jobs in class / school

No lunchtime club

In consultation with Executive Headteacher no afterschool clubs

The Merit system

Stars (EC St James) Merits St Thomas' (Merits will be used across Federation from September 2018). These rewards are awarded for effort and work. Any staff member may use this reward. This system is particularly effective when children are consistently at the top of the 'Always Chart'. Certificates will be presented during Friday presentation assembly.

25 Stars Bronze certificate

50 Stars Silver certificate

90 Stars Gold certificate

150 Stars Platinum certificate

200 Stars Diamond certificate

Classroom reward systems

If teachers feel they would like to use other additional reward systems special to the class e.g table points then this is appropriate in supporting the whole school behaviour systems.

Prefects

Year 6 children will have the opportunity to become Prefects. The children set their standards for Prefects and a vote is taken to elect them. Prefects must be kind, helpful, responsible, generous, careful, caring, thoughtful, well behaved, respectful, trustworthy, show good manners, gentle, reliable, capable of doing the job, friendly, loyal and honest. Prefects will receive a Prefect badge, which they will be able to keep. Jobs for Prefects will be allocated by the teaching staff. To keep their badge prefects must continually behave to the standard expected of the school. If they don't then they will be replaced by another year 6 child who is behaving appropriately.

Detentions

Class teachers can keep children after school for a period of time decided by themselves after informing parents with reasonable notice. Parents do not have the right to refuse.

In extreme circumstances in consultation with the Executive Headteacher, children may have detention in the holidays or at a weekend.

Lunchtime detentions are appropriate at times. It is the responsibility of the class teacher to ensure pupils are supervised properly. Pupils on lunchtime detention are allowed a reasonable time to eat, drink and go to the toilet.

Informing parents

Class Teachers will inform parents when behaviour is becoming increasingly inappropriate and the school class based behaviour systems are not being effective. Parents can then work with school on this issue. If behaviour is very inappropriate it may need the Head Teacher to contact parents to come into school as soon as possible. The incident will be discussed and the handling of it decided in partnership. If a child is to be excluded then parents will be given an explanation as to the reasons for the exclusion its length and work will be given for the child to do at home. After the exclusion the parent will be asked to accompany the child to school on their return so school can explain how it is going to support their child in terms of behaviour and integration.

Strategies for dealing with behaviours

Record Keeping

Records are to be kept of any inappropriate behaviour on CPOMS. Staff are responsible for recording all incidents as the smallest of incidents can build a bigger picture. If a child is displaying continuing disruptive behaviour and normal classroom strategies are not working, then behaviour logs need to be kept to understand why the behaviour has happened and identify triggers to the behaviour. See Appendix 1 for ABC sheet (antecedent, behaviour, consequence). Recording in this manner, i.e. what happened before the behaviour, what the behaviour looked like and sounded like and what happened afterwards, are key to planning strategies for alleviating the behaviour. It is a much more powerful tool than a 'crime sheet' of 'what, who, when, where' etc. The ABC sheet is also less time consuming to complete.

Use of de-escalation techniques

- Clear warning given
- Re-assurance/support
- Choices given
- Reminded of behaviour expectations
- Audience removed
- Rights/responsibilities talk
- Change of task
- Change of location
- Distraction
- Staff exchange

Use of positive handling

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 these categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Threatening to abscond
- Where there is a risk of injury to self or others or significant damage to property
- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- 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 and is a danger to self and others.

Staff have a duty to act using only force which is **necessary, reasonable and proportionate**, and should not under any circumstance use pain as a way of compliance. However, during positive handling there may be injuries such as fingertip bruising or redness where there has been contact with a child.

Procedure in positive handling

No physical intervention must take place unless one of the above examples have been displayed. Always ensure another member of staff is there, unless immediate intervention is necessary. No more than 2 people should be involved during positive handling. All positive handling must be 'reasonable and proportionate'.

After any positive handling records of the intervention need to be kept see Appendix 2.

Right of Search

Headteachers have the legal right to search pupils and their property if they believe the pupil(s) may be carrying certain items. Searches must only be carried out by the Headteacher, Deputy or other senior member of staff nominated by the Headteacher, and in the presence of an adult witness. Female pupils will be searched by a female staff member, and male pupils by a male staff member.

Power of search without consent applies for the following items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

If any of the above mentioned items are found, then the parents will be contacted immediately. The Headteacher may decide to exclude the pupil and/or contact the police. Each incident will be dealt with according to the particular circumstances around the incident.

Confiscation

Staff employed by the school, have a right to confiscate items that are inappropriate to school and/or disrupt learning. The item should be stored in the classroom usually in a tray for such items e.g where pupils' mobile phones are stored safely for the day.

Conduct outside the school gates

School has the legal right to discipline pupils for behaviour outside of the school hours and premises. These could include incidents reported by members of the community or witnessed by staff or other pupils. School should ensure that the information given is factually correct. If the act is criminal then this must be reported to the police. In all instances, conduct outside the school must be dealt with by the Headteacher or Deputy Headteacher. Parents / carers will be informed about the child's behaviour and what sanction the school will be imposing. The sanction will usually take the form of contributing something towards the local community e.g litter picking.

Racist, hate incidents, homophobic and bullying records

In all instances a record will be made on CPOMS so that patterns can be picked up over time. Parents will be informed and a record of what has happened post incident will also be recorded.

Definition of bullying:

'All types of bullying take the form of constant (regular), physical, verbal and psychological harassment around some-ones sexuality, race, religion, beliefs, looks or age.'

Exclusions

The school has adopted the LA's guidance on exclusions. Serious incidents in school are recorded on file in the Head Teachers office. Behaviour can be monitored and evidence gathered to support any formal exclusions from school. Children may be excluded from school for the following.

1. Physical assault against a pupil
2. Physical assault against an adult
3. Verbal / threatening behaviour against a pupil
4. Verbal abuse / threatening behaviour against adult
5. Bullying
6. Racist abuse
7. Sexual misconduct
8. Drug and alcohol related
9. Carrying/using an offensive weapon
10. Damage
11. Theft
12. Persistent disruptive behaviour
13. Other serious incidents

This list is standard and some categories may not be used by a Primary school but they are there if ever the case arises. If the Executive Head Teacher is not available then the Deputy Head teacher has the capacity to exclude a pupil.

Exclusions can take the form of external and internal. Where the Federation can exclusions will be internal. These can be either in the child's respective school or our other federative school. All internal exclusions require staff to supervise the children.

Appendix 1

Antecedent Behaviour Consequence (ABC) Recording Form

Student

Date/Time

Staff Member.....

Setting

Antecedents	Behaviour	Consequence
What happened before the incident/causes?	What behaviour was displayed?	What action was taken to deal with the situation?

Record of Incident Requiring Physical Intervention

Name:..... Date..... Time.....

Class:..... Location.....

Reason for behaviour: (Tick)

- Task frustration
- Home worries
- Changeover
- Reaction to name-calling/provocation
- Re-emergence of earlier incident
- Challenge of adult authority
- Not known

DETAILS

What was the behaviour you witnessed which made physical intervention unavoidable?

- Self-harm
- Violence towards pupils
- Violence towards staff
- Damage to property
- Serious disruption of learning environment
- Attempts to place self in danger
- Refusal to stop unsafe behaviour
- Threat of absconding
- Fighting

ANTECEDENTS:

De-escalation strategies used before and during physical intervention

- | | |
|---|---|
| <input type="checkbox"/> Clear warning given | <input type="checkbox"/> Distraction |
| <input type="checkbox"/> Re-assurance/support | <input type="checkbox"/> Staff exchange |
| <input type="checkbox"/> Choices given | <input type="checkbox"/> Withdrawal offered |
| <input type="checkbox"/> Reminded of behaviour expectations | <input type="checkbox"/> Humour |
| <input type="checkbox"/> Audience removed | <input type="checkbox"/> Planned ignoring |
| <input type="checkbox"/> Rights/responsibilities talk | <input type="checkbox"/> Calm Talking |
| <input type="checkbox"/> Change of task | |

OTHER:

- Change of location

T.E.A.M. T.E.A.C.H. Authorised holds. Number in order used

Guiding and Escorting	<input type="checkbox"/>	Figure of four	<input type="checkbox"/>	Wrap to ground kneeling	<input type="checkbox"/>
Friendly Hold	<input type="checkbox"/>	One person double elbow	<input type="checkbox"/>	Wrap to chairs	<input type="checkbox"/>
One person single-elbow	<input type="checkbox"/>	Two person double elbow	<input type="checkbox"/>	Half shield	<input type="checkbox"/>
Two person single-elbow	<input type="checkbox"/>	Wrap hold	<input type="checkbox"/>	Seated wrap with leg sweep	<input type="checkbox"/>

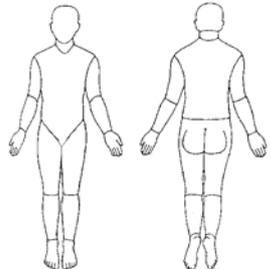
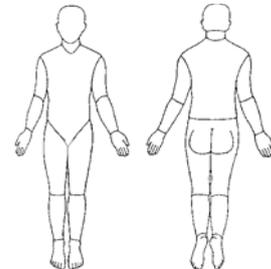
Give details of staff exchanges:

Were ABC monitored throughout IPI?

Duration of physical intervention

Duration of intervention overall

Details of any injuries to:

<p>PUPIL</p> 	<p>STAFF</p> 
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First aid given? Y / N

By whom?

See First aid log

How was the incident resolved?

Focus of Life Space interview:

Review of pupil's risk assessment/care and support plan as a result of this incident

Agreed by staff..... Date.....

Agreed by pupil/parent..... Monitored by.....