

Fleggburgh CE Primary School
Positive Behaviour Policy 2016

This policy has been reviewed in light of updated Guidance from Department for Education – “Behaviour and Discipline in Schools – Guidance for Headteachers and Staff; updated January 2016, with regard to the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Fleggburgh CE School is committed to providing a full, exciting and stimulating education for all pupils and promotes equal opportunities and responds to pupils’ individual and diverse needs. The school community endeavours to create a place where all, whether they be pupils, staff, parents or all from the local community, feel valued, respected and welcomed. The school behaviour policy has been written to support these values of mutual trust and respect for all and to allow the school to develop and work together in an encouraging way which reflects the high expectations of the society in which we all live.

Principles behind the School Behaviour Policy

The school has a number of School Rules, which encourage all in the school to learn, to work to the best of their ability and to achieve, to show respect and consideration to everybody and everything and to support the ethos of caring, truthfulness, trust and respect. The school rules form the basis of the classroom rules, which are negotiated by the individual classroom teachers with their classes.

The common theme behind the Rules is that the school:

- expects every member of the community to behave in a considerate way; and
- that we treat each other fairly and apply this behaviour policy in a consistent way.
- The promotion of fairness and respect by all, aims to help children to become positive, responsible and increasingly independent members of the school and wider community.
- Prevents bullying and anti-social behaviour
- Allows children to complete tasks and learning

Rights and Responsibilities:

Everyone in the School community has Rights, but allied with this are responsibilities to ensure that the Rights of all are maintained. The importance of the links between Rights and Responsibilities form an important part Assemblies and the PSHE (Personal, Social and Health Education) lessons within the school and are frequently returned to as part of the pastoral care of the children and community.

Promotion of Positive Behaviour at a Whole School Level:

The promotion of Positive Behaviour forms the most important part of the School policy in practice. We praise and reward children for good behaviour and positive attitudes to learning in a variety of ways at a Whole School Level:

- The School’s Rules are available in each classroom alongside displays which celebrate the achievements of individual children at their own level of learning; the value and importance of this board is noted as part of the display.
- Children receive consistent messages from all staff and those who work in the school about good behaviour – children are congratulated.

- Teachers and staff talk to each other about positive behaviour and everyone reinforces positive messages to individual children.
- Whole school, Key Stage and Class assemblies can focus on the ethos and attitudes that the school is aiming to promote – positive behaviour is praised and commented upon, rather than focusing on the negative.
- Positive Behaviour messages are used throughout the school – praising individuals who are demonstrating good behaviour and attitudes, rather than highlighting those who are not.
- Celebration Assemblies where parents are invited are held weekly, here children who have worked well, or whose behaviour has been noted by staff, are praised and certificates presented, this is then read out in assembly, stating the reason for the nomination. All of the school community are welcome to this assembly, to promote the whole school approach and the value of the efforts of the children. A certificate accompanies any nomination as a permanent record of the achievement.
- Teachers use stickers, stars and certificates, each week stars are given as rewards to the children for their work and also behaviour and attitude, each week the child with the most stars is acknowledged as the week's STAR CHAMP - and these are recognised in a Celebration Assembly by staff telling the school community about their behaviour, work etc and by a certificate placed on the Hall Wall.
- The school acknowledges all the efforts and achievements of children, both in and out of school and these are recognised publicly in assemblies.
- The school curriculum includes PATHS (Promoting Alternative Thinking Strategies – approach and curriculum about Social and Emotional Development) and time for reflection in assembly and RE

At all times staff and adults in the school will ensure that they communicate the school's values and attitudes in all that they do and in the way that they deal with children, modelling the behaviours that we would expect to see in the school and sharing these expectations with the children in the school:

- Modelling respectful and supportive relationships between all in the school community.
- Treating all with respect and warmth
- Using positive language to emphasise and praise desired behaviour rather than focus on the negative.
- Teaching emotional vocabulary and attitudes so that children develop the language skills to help them to recognise and understand their own and other's feelings.
- Teaching the social skills of sharing, turn taking, listening, giving and receiving compliments, giving and receiving criticism.
- Using PATHS and Class time to give a framework for resolving difficulties constructively.
- Using playtimes as opportunities to extend social skills and develop independence and responsibility
- To develop opportunities to learn and teach Social, Emotional and Behavioural skills (SEBs) across the curriculum.

Promotion of Positive Behaviour at Individual Class/Teaching Group Level:

The Class/Group Teacher discusses the school rules with each class. In addition to the **School Rules**, each classroom has its own expectations, which are agreed by the children and displayed in the classroom. In this way the children in the school know the standard of behaviour that we expect in the school.

If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during Class time, "Circle Time" or in PATHS or when appropriate.

It is the responsibility of the teacher to ensure that the school rules are enforced in their class, that their class behaves in a responsible manner to ensure learning can take place in lessons and to ensure that the high expectations of the children in terms of behaviour are maintained all around the school.

The teacher treats each child fairly, with respect and understanding, modelling calm, controlled behaviour when dealing with incidents and ensuring that the classroom code is enforced fairly and consistently.

Teachers enforce and support the school positive behaviour strategies, and negotiate their own strategies as part of the class code of conduct; examples of classroom level strategies include:

- Praise
- Stars, Stickers, certificates for individuals and whole class
- Positive reports to parents at the end of the day
- Opportunities to share good work, share good behaviour and support individual children.

At an individual child level

Children are aware of their Rights and equally their Responsibilities to others and the school, to ensure that the behaviour in the school is at a consistently high level. They are encouraged to participate in the Assemblies which deal with ethos and attitude, adding their opinions and experiences. Class discussion, including in PATHS allows children to express opinions and their own values in a non-judgemental way, but also supports the ethos and teaching of Spiritual, Moral, Social and Cultural understanding. Children are also encouraged to support the efforts of those who receive recognition at a class or whole school level; they form an important part in the value placed on Celebration Assemblies as children like to be seen favourably by their peers.

Children are encouraged to support not only their own individual development, but also to support that of their peers and where it is appropriate to work co-operatively towards a collective target. Children are encouraged to evaluate their own and their peer's learning and behaviour and the development of the skills of "constructive criticism" form an important part in the values of the school.

Support for Misbehaviour (sanctions)

Whole School Approaches:

Despite the consistent messages that all in the school use with each other, a number of **sanctions** to enforce the school rules do have to be used, these ensure a safe and positive learning environment. Each sanction is employed appropriately to each **individual situation**; the professionalism of the staff, the knowledge that they have about an individual, their situation and

the behaviour that led to the sanction are all taken into consideration. The most valuable sanction is one which gets the child to identify why they behaved inappropriately and what they are going to do to moderate their own behaviour in the future. Teachers apply their own sanctions, often with consultation with another colleague and children will be encouraged to reflect upon their behaviour and the effect that it has on others as well as themselves. Apologies and behavioural support, provide an important part of ensuring that a child's behaviour is moderated.

Mild behaviour problems will be dealt with sanctions such as:

- a period of reflection, perhaps supported with prompts – this requires the child to give up a bit of their time, reflecting on what they did wrong, why they did it, which rule did they break, what they are going to ensure that it doesn't happen again – where a child is unable to write responses, teachers will make a note of the child's thinking – records of this may be kept.
- Time Out of the classroom – using the support of a colleague a child is encouraged to leave the situation and place where their behaviour has deteriorated and work in another classroom for a set amount of time. The child is then returned to the class to continue working with peers – an apology to staff and class may be appropriate, or may not be.
- circle of friends – individual children (under the guidance of staff) to take on the role of a support network for individual children.

Dealing with misbehaviour at the Classroom Level:

As above – professionalism and the knowledge staff have of a child and their individual needs can determine how a teacher deals with misbehaviour – however these are a few of the consistently accepted strategies, used in the school.

- Children who are unable to listen carefully to instructions may be reminded about listening and if the distracting behaviours persist, moved away from distractions and where the child is disturbing others.
- The school and staff have high expectations about attitude to learning and doing the best possible; where a child has not done so the child may be asked to spend time redoing it, or improving work.
- Disruptive behaviour will be initially dealt with through a teacher refocusing the child, quietly and without drawing too much attention to the child's behaviour; positive messages about those behaving appropriately can be used. If a child persists in disrupting the session, then Time Out of the classroom may be used and a time away from the class used for calming down.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others the adult in charge of the children may stop the activity, ask the child to stop taking part in the activity. The Headteacher or colleague may be called to support – intervention from a colleague is noted by Head.
- If a child threatens, hurts or is aggressive to another pupil, the class teacher records the incident and the child receives an appropriate sanction, which may include a verbal reprimand, be asked to apologise or parents may need to be informed. Persistent threats or aggression which is deemed to constitute bullying will not be tolerated, the school will contact the child's parents and seek an

appointment to discuss the situation, with a view to improving the behaviour of the child.

- The school will use “internal exclusion” – or isolation – for **significant misdemeanours**, following discussion with parents. Staff will remain with the child for a set period of time, set work will be completed and part of the sanction will involve the child being isolated from peers at playtimes and lunchtime. Appropriate supervision is allowed for this sanction.

If a child misbehaves repeatedly in class, around the school, in the playground for the class teacher, any other adult working in school or for against any member of the school community it is the responsibility of the class teacher (or the supervisory adult) to deal with the incident in the normally accepted manner. However, if misbehaviour continues, the class teacher needs to seek help and support from other colleagues or at this point the advice of the Headteacher.

At our school we do not have a ‘no touch’ policy. It is often necessary or desirable for a teacher to touch a child (e.g. dealing with accidents or teaching musical instruments), or perhaps to offer some comfort at a challenging time, or when upset. Our staff have undertaken **“Norfolk Steps – Step On! Training”** regarding Positive Handling of children, de-escalation and ensuring children with challenging behaviours are supported in the school environment. Teachers have a legal power to use reasonable force. They can use force to remove a pupil who is disrupting a lesson or to prevent a child leaving a classroom – the decision to use “reasonable force” is linked to the teacher’s own confidence, review of the situation and training, as set out above.

Use of External Agencies:

If external agencies are used to support a child’s behaviour modification, it is the role of the Teacher, with the Headteacher and SENCo to liaise with the external agencies, guide the progress of the child and report to parents and the rest of the staff – examples of external agencies that the school can access support from include, Pupil Referral Unit teams (Short Stay School for Norfolk), Educational Psychology and Support Services teams, cluster SENCo (Sarah Gentle)

The Role of the Parents

The school works collaboratively with parents, so children receive consistent messages about expectations of behaviour. The School Rules are explained in the School Prospectus and they form an important part of the (non-statutory) ***Home and School Agreement***, and published on the school website.

The School works hard to ensure a supportive relationship is built up between the home and school; concerns about welfare or behaviour are shared between both and where behavioural support is required the school works closely with parents to ensure that all are kept informed, that both the school and home send out consistent messages and use similar approaches.

If the school has to use reasonable sanctions, as laid out in this policy, to deal with misbehaviour, the expectation is that parents will support the actions of the school. If parents have any concern about the way that their child has been treated, we would ask that they speak to the class teacher initially; this meeting can be with or without the Headteacher present. If the problem cannot be resolved with this initial action, then speaking to the Headteacher is the next course of action. If the concern remains, parents should contact the School governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Fixed Term and Permanent Exclusions: only the headteacher (or those with the head's role and responsibility) has the power to exclude a pupil from school. A pupil may be excluded for one or more fixed periods (suspended) in any one school year. The Headteacher may also exclude a pupil permanently (permanently excluded). It is possible to turn fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- If the headteacher excludes a pupil, s/he informs the parents immediately, stating the reasons for the exclusion. At this point the parents are informed that they can appeal the exclusion if the period of exclusion is over 5 days; if they wish appeal against the decision to the Governing Body the school informs the parents how to make this appeal.
- The teacher needs to inform the LA and Governing Body about any permanent exclusion, and in particular if there is a fixed-term exclusion of beyond five 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 discipline Committee made up of 3-5 members, it is the role of this committee to consider any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA and consider whether the pupil should be reinstated.
- If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Confiscation of inappropriate items – the school will use the powers set out in law, if necessary.

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully; and
2. Power to search without consent for "prohibited items"⁹ including:
 - 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 , cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Physical intervention or Touch Policy Statement – following Norfolk Steps Training – January 2016

At our school we have a touch policy. This means that a member of staff, who has undertaken appropriate training is able to physically guide, touch or prompt children in appropriate ways at the appropriate times. With some individual pupils physical intervention is also considered as part of a personal risk assessment and discussion with parents/carers.

Why do we use physical intervention (touch) – we use physical intervention for a variety of reasons, but in general terms we normally do so for comfort, or on occasion reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc (see also intimate care statement within Safeguarding policy)

How do we use physical intervention (touch)

- Hugging: at this school we encourage staff who are using touch for comfort or reward to use a “school hug”, a sideways-on hug, with the adult putting their hands on the child’s shoulders. This discourages “front-on” cuddling, and the adult’s hands on the shoulders limits the ability of the child to turn into an adult. This can be done standing or sitting.
- Hand holding: we recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when age appropriate and the hand holding is compliant. However, if the handholding is being used as a method of control to move children or contain children, this can become a restraint. Therefore we encourage the use of a school “hand-hold”. This is done by the adult holding their arm out and the child being encouraged to either hold the hand or arm of the adult or wrap their hand round the adult’s lower arm. The adult’s other hand can then be placed over the child’s hand for a little extra security if it is required.
- Lap-sitting: at our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means (unless written in risk assessment), eg school hug. Hand hold. If a child attempts to sit on lap we explain to them why it is not what we do in school and ask them to sit next to us.
- Exceptions: at times children may be in such a crisis or distress that they hold a teacher/adult in a way that is not described above. If this happens staff are expected to inform a senior staff member, asked to make a note of this, with an explanation in order to record and monitor the amount of times the child is seeking comfort or control.

Although we have a touch policy, and believe that touch can be a positive experience for the children, this does not mean that staff *have* to touch children. It is also recognised that some children will not want to be touched.

Staff are trained to use some “restrictive intervention and movement” (Norfolk Steps – Step-on) for the prevention of imminent harm – use of this is recorded when used.

Monitoring of Behaviour in the School

The Governing Body and the Headteacher monitor the effectiveness of the policy on a regular basis, where necessary recommendations for further improvements can be made. The policy will

be reviewed annually at the beginning of the School Academic year, alterations being made at this point; however if a review is necessary throughout the year this can take place following recommendations to the Governing Body. During the School year the school keeps a variety of records or incidents of misbehaviour:

- Class teachers record minor classroom incidents
- Headteacher records incidents where a child is sent to her
- Written records are kept of more significant lunchtime incidents reported by MSAs
- Records of Pupils who have received sanctions such as internal exclusion, or excluded for a fixed term or permanently are kept by the Headteacher
- Where a personal risk assessment is in place, Record of Hard records are kept and monitored by staff
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly, justly and consistently.

The Role of the Headteacher and The Governing Body:

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the Health, Safety and Welfare of all children, staff and visitors within the school and the implications of the behaviour policy upon this.
- The Headteacher supports the staff by implementing the Positive Behaviour Approaches across the school, supporting the staff with the development of positive Behaviour through appropriate training, time etc and also implementing the policy for dealing with misbehaviour. The Headteacher, along with all staff should set the standards and expectations of behaviour in the school.
- It is the Headteacher who ensures that all members of staff are aware of the regulations regarding the use of force or restraint. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that are taken are in line with Government Guidelines on the restraint of children – training and support is available where it is anticipated Positive handling strategies are going to be required.
- It is the role of the Headteacher to keep records of all reported serious incidents of misbehaviour, in particular where a child repeatedly misbehaves. The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour it is the role of the Headteacher to permanently exclude a child; however both of these actions can be taken after consultation with the Governing Body.
- **Monitoring:** The Headteacher and The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, supporting the headteacher in carrying out these guidelines, and of reviewing their effectiveness as part of the ***Annual School Self Review Cycle*** The regular review of the Behaviour policy forms part of Monitoring and Evaluation of SEN Provision which informs aspects of the above Points.

- The Headteacher has the day-to-day authority to implement the school behaviour policy, but the Governing Body may give advice to the Headteacher about particular disciplinary issues, the Headteacher must take this into account when making decisions about matters of behaviour.

The Governing Body will review this policy annually. If the government introduces new regulations or if the Governing Body receives recommendations about how to improve the policy amendments will be made.

Review by: Rachel Quick (ExecutiveHeadteacher)

Presented to staff: April 2016

Reviewed: April 2016

Presented to Governors...23rd May 2016.....

Links with:

- School Management and Development plan School Self Review
- School/Cluster SEN Policy
- School safeguarding policy
- School Attendance Policy
- School Anti-bullying policy
- Norfolk Steps
- Home School Contract (non-statutory)

Appendix – A List of Rights and responsibilities for Staff, Children and Parents

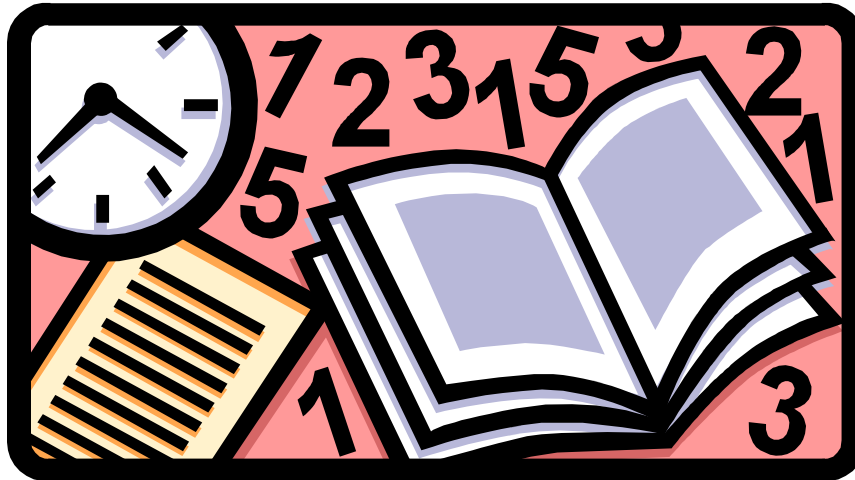
Staff	
Rights	Responsibilities:
<ul style="list-style-type: none"> To be supported by peers 	<ul style="list-style-type: none"> To ask for support when needed To offer support to colleagues and managers
<ul style="list-style-type: none"> To be listened to To share opinions 	<ul style="list-style-type: none"> To listen to others To give opinions in a constructive manner
<ul style="list-style-type: none"> To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> To model courteous behaviour To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> To be made fully aware of the school's systems, policies and expectations 	<ul style="list-style-type: none"> To seek information and use lines of communication to clarify when necessary
<ul style="list-style-type: none"> To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> To support others developing their skills in promoting positive behaviour and good attendance To acknowledge areas of own behaviour management skills which could be developed To try new approaches

Children:	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully to others
<ul style="list-style-type: none"> To be safe 	<ul style="list-style-type: none"> To behave in a way which keeps self and others safe
<ul style="list-style-type: none"> To learn 	<ul style="list-style-type: none"> To attend school regularly To be willing to learn To allow other to learn
<ul style="list-style-type: none"> To make mistakes 	<ul style="list-style-type: none"> To acknowledge mistakes To allow others to make mistakes
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To give opinions in a constructive manner To listen to others

Parents:	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully towards others
<ul style="list-style-type: none"> To be kept informed about their child's progress 	<ul style="list-style-type: none"> To make sure their child attends regularly To talk to their child about what he/she does in school To talk to teachers if they have any concerns about their children's learning or wellbeing
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others
<ul style="list-style-type: none"> To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> To absorb information and share concerns
<ul style="list-style-type: none"> To have concerns taken seriously 	<ul style="list-style-type: none"> To share concerns constructively

Our School Rules

Rules need to be consistent and the following are the ones that we have adopted in the school.



- ❖ To stay safe and behave in a way which allows others to be safe.
- ❖ Respect the rights, thoughts and opinions of all
- ❖ Respect the property of everyone. Look after our school and everything in it.
- ❖ Listen to and follow instructions
- ❖ Be able to make, and acknowledge mistakes; and allow others to make them as well.
- ❖ Always remember to be polite
- ❖ Always tell the truth