

Behaviour Management Policy

January 2017

Aims

- To create a harmonious school ethos, whereby each child is valued and nurtured
- To encourage and develop children's responsibility for their own actions, within a clear framework.
- To develop their understanding of the consequences of their actions.
- To provide opportunities for children to develop their resilience; this may come through challenges
- To develop positive behaviours FOR learning which will take them into the future

Approach and Ethos

It is an important feature of the School that **each adult** should take responsibility for every child's behaviour. It is a clear expectation that each child will be engaged in learning and behave in a polite and orderly manner at all times.

- All adults are responsible for all children
- Constantly re-iterate the School's beliefs by ensuring the children
 - know the School and Year group rules
 - understand the reasons for the underlying organisation
 - know what is expected of them and why
 - know the sequence for misbehaviour
 - are encouraged through the use of positive strategies
 - have the right social training on entry and on-going.
- Create a positive climate, where children feel valued
- Support the reward system in a positive and consistent manner, avoid removing privileges except in extreme cases after discussion
- Develop children's PSHE understanding through the curriculum
- Provide an engaging and diverse curriculum
- Ensure children have equal opportunities and are treated fairly at all times
- Ensure children are listened to and not discounted - some children need gap time
- Ensure there is the opportunity for time out for both staff and pupils
- Communicate relevant information to the appropriate person as soon as possible
- As staff, support each other through professional dialogue so that no member of staff feels inadequate or isolated; if there is a behaviour situation, any other adult may intervene if they feel it is necessary.
- Provide appropriate training and support for Meal Time Assistants
- Ensure adults and children are aware of the hierarchical 'rainbow' discipline system that operates, making clear to children what behaviour is expected, the behaviour that is not acceptable and the relevant consequences. These are clearly displayed around the School, including Before and After School Club.

Behaviour Protocols

There are clearly defined behaviour protocols for managing behaviour. These are adhered to **consistently by all staff**.

School Rules

1. Be safe
2. Respect others
3. Be honest
4. Try your best
5. Take care of school resources

Class Rules

These should be recreated with each class on the new class day, using the School rules as a guide.

The children should be encouraged to understand the reasons for rules and be involved in the decisions in the creation of the class rules. This gives them ownership and acts as a powerful tool with any child who breaks the 'class rules'.

- Rules once agreed, should be written up and enlarged.
- Rules should be signed by everyone including adults.
- Rules should then always be displayed in the Base.
- Rules should be regularly revisited through circle time and should always be positive.

They may contain statements such as:-

- Be polite to each other and adults at all times
- Put everything away tidily at the end of each session
- Line up in an orderly manner, etc

Strategies for Developing Good Behaviour

1. **Self worth:** Develop each child's self esteem.
 - Good self-esteem leads to self-discipline
 - Teach children to accept it is normal to be wrong at times, and that we all make mistakes
 - It is important to make the child feel valued by listening actively, and encouraging the child to recognise and be proud of their achievements
 - All the adults need to reinforce self-esteem by being:-
 - good role models
 - consistent
 - good at communicating
 - Each child needs to feel physically safe and trust those who care for them.
2. **Bullying:** Deal with **all** issues of bullying as soon as you are able to.
 - a. Talk to the children concerned.
 - b. Bring it to the attention of the Head of Department.
 - c. Refer to previous note book and record in class notebook.
 - d. If it cannot be resolved:
 - discuss with Head and Deputy Head
 - decide when to involve parents.

- e. It is important to communicate the problem to everyone who comes into contact with the children concerned.
 - f. Send out Bullying Leaflet annually.
3. **General Behaviour:** Use the curriculum and ethos of the School (i.e. the hidden opportunities) to:-
 - a. Discuss issues from the pupil's point of view - e.g. Circle time.
 - b. Reinforce School policy/ expectations.
 - c. Use Circle Time to alert children to School issues or individual's problems.
 - d. Department assemblies are also a good time to address issues
 4. **Valuing the whole child:** Keep a "Moments that Matter Book" for each class. This needs to be a special book - it should look special and be kept in the same place, which also looks special. The children should be encouraged to write in it at any time. It is a good idea to keep the 'Worry Box' in the same place.
 5. **Home/School Contracts:** Review through negotiation and regularly remind children about the contract initial signing at KS1, re-sign at Year 3 and again at Year 5. New children should also sign an appropriate contract on entry into School.
 6. **Positive Behaviour Strategy Systems:** Positive strategies should be used wherever possible to encourage appropriate behaviour. Each Double Year Team will decide what specific rewards they are to use and can review and amend this through the year as appropriate.
 7. **Headteacher's Certificate:** Children can be nominated by the staff to receive the Headteacher's certificate at any time. The nomination can be for good work, effort, positive attitude, resilience, care, behaviour or general improvement. The certificate is presented in Assembly.

MTAs and Sunshine Club

MTAs and Sunshine Club also follow the behaviour protocol. Each Meal Time Assistant has stickers to award to individuals for good behaviour at lunchtime. MTA's can also send celebration postcards home.

MTA's keep a notebook to note consistent bad behaviour. They will inform the class teacher when a child's name has been noted 3 times.

Sunshine club will alert the relevant staff member if they have a serious or ongoing concern.

MTA's are trained on an annual basis in behaviour strategies.

Support Systems

At times pupils may need to be withdrawn from the class environment due to unacceptable behaviour. This may involve:-

- working/sitting at a separate table in the next part of the base, working in a partner class within the base, time out in a partner class in another base,
- removal to work with a senior member of staff or Headteacher.

If this happens on a regular basis, parents will be informed, and if this situation does not improve, a child may ultimately be excluded. Exclusion may also be considered in the case of one off serious incidents such as violence/abusive behaviour to children or staff, or insolence/verbal abuse towards any member of staff.

Where appropriate, additional support may be drawn upon eg. ELSA, Learning Mentor, MAST.

Always talk through behaviour issues with an appropriate person

Apart from the day to day routines in each classroom, if a member of staff is having problems with a particular situation it is important to remember that there is **always** someone to support them. Senior Staff will always give advice and support. It is crucial that detailed notes are kept at all times in the class notebook of all difficult and ongoing behaviour issues.

Working in Partnership with Parents

Parents play a vital role in promoting good behaviour in School and consequently Home/School liaison is important. All new parents receive a copy of our Behaviour Policy and protocols in the prospectus and will be asked to sign our Home-School Agreement.

The School has a right to expect that parents will give their full support in dealing with their child's behaviour.

Where a child has a persistent problem with behaviour, the School may put in place a Home/School diary.

The School may draw on other professionals to assist in the education of children exhibiting poor behaviour. This will be in consultation with the parents.

See also: NO to Bullying Statement / Teaching and Learning Policy/ Safeguarding / Health and Safety/ SMSC / RSE

Pupil Restraint

At Thornbury Primary School our aim is to provide a welcoming, secure and safe environment. This policy should be read in conjunction with the guidance issued from time to time by the DCSF. The School follows the principles and recommendation set out in this guidance. It should also be read in conjunction with the School's Pupil Behaviour policies. Our aim is to create an environment in which the use of force in relation to a pupil is unlikely.

Circumstances in Which Reasonable Force May Be Used

Section 550A of the Education Act 1996 allows teachers and other persons who are authorised by the Headteacher to use force as is reasonable in all the circumstances to prevent a pupil from doing or continuing to do, any of the following:

- Commit a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the pupils own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline.

Staff Authorised to Use Force

The staff to which this power applies are defined in section 95 of the Act. They are:

1. Any teacher who works at the School and
2. Any other person whom the Headteacher has authorised to have control or charge of pupils. This includes:
 - Support Staff whose job normally includes supervising pupils such as Teaching Assistants, Lunchtime Supervisors and Office Staff.
 - Can include people to whom the Headteacher has given temporary authorisation i.e. a member of staff who does not normally supervise children or a volunteer (for example a parent accompanying pupils on school-organised visit).

Reasonable Force

There is no legal definition of when it is reasonable to use force but the following are guidelines:

- whether it is reasonable to use force will always depend on the precise circumstances of individual cases
- the degree of force used must be proportional to the consequences it is intended to prevent.
- any force must be the minimum needed to achieve the desired result.
- the use of force to prevent trivial behaviour is not justified.

Deciding Whether to Use Force

Judgement on whether to use force and what force to use depends upon the circumstances of each case. Any force used should always be the minimum needed to achieve the desired result and be a last choice resort.

Staff Need to Make Judgements About:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
- The chances of achieving the desired result by other means.
- The relative risks associated with physical intervention compared with using other strategies.

Wherever possible these judgements should take account of the particular characteristic of the pupil, including age, SEN or disability the pupil may have.

Using Force

Before using force staff should wherever practicable, tell the pupil to stop misbehaving and what will happen if they do not. The member of staff should communicate in a calm and measured manner throughout the incident. Staff are advised that as far as possible, they should not use force unless or until another responsible adult is present to support, observe and call for assistance.

Types of force used could include:

- standing between pupils or blocking a pupils path
- leading a pupil by the hand or arm
- ushering a pupil away by placing a hand in the centre of the back
- in more extreme circumstances using appropriate restricting holds, which may need specific expertise or training.
- where there is a high and immediate risk of injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). For example to prevent a pupil running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

There are some situations where it is better to remove the rest of the pupils from the class if a child is a danger to them. The child causing the problem can then be dealt with. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

It is important that, should force have been used, the child is released as soon as it is deemed safe to do so or when the child has reached a calm state. Once this has been achieved it is important for those involved to build a therapeutic rapport with the child and reconstruct appropriate bonds.

Recording Incidents

It is important that there is a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where force is used. See Appendix 2.

Parents/carers will be informed of any recordable incident and will usually be offered an opportunity to discuss the incident with the Headteacher, Deputy Headteacher or appropriate class teacher and given a copy of this policy.

All injuries will be recorded in accordance with the School's Health and Safety Policy.

The Headteacher will make an annual report to the *Governing Body* as to the recordable incidents.

Complaints

Any complaints or allegations about the use of force to restrain or control children will be dealt with in accordance with the *School's Complaints Procedure*.

Post Incident Support

Appropriate post-incident support will be provided as set out in the guidance.

Staff Training

It is the responsibility of the Headteacher to ensure that staff are fully informed of the *School's* policy and understand what authorisation entails. The Headteacher will arrange training and guidance to staff as appropriate.

Review

This will be reviewed by staff and *Governors* on an annual basis.

Thornbury Physical Intervention Incident Record

Pupil:		Class:		Date	
Location:			Time:		
Reported by:					
Staff involved in restraint:					
Witness/ Others Present:					
Activity prior to incident:					
Coming into school		Lunchtime			
Break time		Circle time / Group activity			
Reaction to other pupil		1:1 activity			
Reaction to adult		Unknown trigger			
Unstructured time					
Asked to stop/ do/ move something					
Other (Please state)					
What specific MAPA disengagement techniques were used?					
Humour		Reassurance		Negotiation	
Distraction		Calm Talking		Other	
What MAPA physical intervention was carried out as a last resort, record the number of times the hold was used and for how long.					
	Low Level	Medium Level	High Level		
Child control					
Seated hold					
Standing hold					
Tick the boxes of behaviours displayed during incident (If attempted put 'A' in the box)					
Physical aggression					
Biting		Kicking		Hitting	
Pushing		Hair Pulling			
Jumping on people		Rough play		Splitting	
Self injury					
Verbal aggression					
Swearing		Screaming		Shouting	
Crying		Talking Loudly			
Persistent interruptions		Other:			
Damage to property					
Ripping books/displays		Throwing objects			
Banging/ breaking resources		Kicking/ throwing/ turning furniture			
Non Co-operation					
Refusing to leave (list location/ people)		Running from (list people)			
Ignoring requests		Refusing to follow instructions			
Other:					
Was therapeutic rapport conducted after the incident?					
Were injuries sustained by adults/children ? (If yes provide details overleaf)					
Personnel completing form, signature and date:					

