

Ashford CE Primary School



Behaviour, Anti–Bullying, Physical Intervention and Exclusion Policy

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Behaviour, Anti – Bullying, Physical Intervention and Exclusion Policy

"One of the major themes of the gospel is the unique value of individual human beings and their importance in the eyes of God. Within a Church school the basis on which human relationships are built will be this belief. Everyone in the school from the three-year-old just started in the nursery down to the Headteacher is a uniquely valuable human being, whom God loves. They are all entitled to the love and respect which that fact demands." - A Shared Vision by David Lankshear

Vision and Values Statement:

We are a caring Christian community where everyone feels valued, safe and adopts an "I can" attitude. All we do is underpinned by our Christian values which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of life-long learning.

1 Aims

Our aims are to:

- create a positive, encouraging atmosphere throughout the school which embraces our Christian values and helps us to work together in a spirit of co-operation, courtesy, care and consideration
- build trust and understanding
- make all pupils and staff feel valued and respected, recognising that each person is individual, unique and special to God and that their contribution to the life of the school is appreciated
- create an awareness of how our actions impact on others
- help children develop their understanding and ownership of their behaviour and accept their behaviour as a choice
- ensure any feedback about behaviour is focussed on the child's choice of behaviour and not on the individual
- Use appropriate rewards and sanctions fairly and without prejudice.
- have positive relationships with parents and a supportive, welcoming attitude to all visitors
- have consistent and fair relationships between staff and pupils
- Have all staff accepts responsibility for behaviour around the school and lead by example - to praise good behaviour and deal with the inappropriate.

2 Starting Place

To achieve these aims, our starting point must be to:

- have mutual respect
- encourage good behaviour and attitudes
- have positive rules
- offer pupils a chance to reflect on their choice of behaviour
- Promote equal opportunities. Ashford CE Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status,

colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one at Ashford school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds

3 Rewards

Rewards must be accessible to pupils of all abilities. Examples of rewards are:

- a smile
- words of encouragement and praise
- sharing the work/behaviour/attitude with class
- sharing assembly
- achievement stickers
- recording the child's name in the celebration book
- displaying the child's work on the gold board
- showing achievement (work/behaviour) to Headteacher or Deputy or another member of staff
- occasional use of stickers
- occasional comment to parents
- Addition to the good to be green behaviour wall
- Entry into the Golden Class Book
- Gold card or Headteacher Award

4 Sanctions

Sanctions need to be timely, specific, logical and fair, with a clear beginning and end. It must not be our intention to humiliate - this breeds resentment. We do not feel that the use of whole class sanctions in school is effective and should be used sparingly. Sanctions should be applied fairly to individuals rather than the whole class.

See Appendix 1 for examples of unacceptable behaviour and actions that may be taken.

5 Conflict

The key points are that:

- our aim is to 'succeed' not to 'win'
- success is more likely from de-escalation than from confrontation
- Humour helps!

6 Bullying

We regard bullying as particularly serious and encourage children and parents to work against it by reporting any incidents.

“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.”

(Ofsted - HMI 465 published in 2003)

Bullying may include incidents of name calling, malicious gossip, coercion into actions they do not wish to do, violent behaviour, teasing, intimidation, damage or theft or another's property and ostracising. We consider these incidents to be

bullying where there is a clearly identifiable victim and bully and events are ongoing over a period of time. There may be occasions when one child appears to “pick on another”, this will be dealt with using our standard behaviour management strategies and we will always endeavour to understand what may have triggered any such incidence. We recognise that such incidences and genuine bullying is very distressing to the victim and their parents, however exclusions will only be implemented as a final sanction (see our Exclusions policy). If parents keep their child at home as a “punishment” for poor behaviour choices or to “protect” them from further incidences, the school is required to consider that as unauthorised absence.

We must all be alert to its existence and must:

- treat it (including all accusations by children or parents) seriously
- deal with instances firmly
- support and protect any victim
- encourage pupils to share knowledge with staff
- communicate with parents about any incidences or concerns
- encourage pupils to be aware of the impact their behaviour has on others
- seek to understand any underlying issues that may be causing the perpetrator to bully others
- support the perpetrator in making better behaviour choices

7 Behaviour Causing Concern

Where a child’s behaviour consistently fails to meet the schools expected behaviour standards, steps are taken to address this. These may include:

- Discussion with the child’s parent or guardian
- Monitoring by a member of the Senior Leadership Team
- Discussion with the SENCO to include behaviour targets on an Individual Education Plan (IEP)
- Discussion of the child’s behaviour at a multi-professional meeting with a view to seeking support from outside agencies.

8 Ways to encourage good behaviour

We aim to encourage good behaviour by:

- offering a balanced, stimulating environment
- offering a curriculum relevant to each child and accessible to pupils of all abilities
- teaching children to respect equipment, property, animals and plants
- positively reinforcing good behaviour/ use of rewards
- discussing and agreeing class aspirations for the year and reviewing them periodically
- Requiring all adults on site to model positive behaviour.

9 Positive discouragement

We positively discourage:

- name calling (including racism and sexism)
- play weapons
- play fights
- retaliation
- any form of physical or verbal aggression (eg. pinching, hitting)
- any behaviour which causes distress

- biting and kicking
- inappropriate language

10 Circle Approach

A circle approach (or an adaptation) may be the way forward in the classroom where there are whole class issues which can be valuably addressed in this way. It can be used on a weekly basis or on specific occasions in response to a particular need. In addition issues may also be discussed through PSCHSE lessons and with the help of the SEAL materials.

11 Role of Support Staff

We ensure that support staff:

- understand the school policy
- contribute towards the teacher's decision making regarding the issue of sanctions or rewards
- have regular opportunities to discuss standards, rules, behaviour, problems and ideas with the Headteacher or other staff.

12 Rules

As in every community it is necessary to have some rules. We have kept these to a minimum. We try to help the children to understand the reason behind them and to contribute to the classroom charter.

- Polite and friendly behaviour is expected from everyone.
- Children should walk around the school, not run.
- Children may not leave the school grounds during school hours unless written permission is provided by the parent or guardian.
- PE apparatus must not be used without a member of staff present.
- Chewing gum is not allowed on the premises.
- Jewellery, high heels, open-toed sandals should not be worn to school. If a watch is worn to school the child remains responsible for it.
- Excessive amounts of money and valuable possessions must not be brought to school. Any essential money should be given to the class teacher for safe keeping until the end of the school day.
- The annually agreed pupil rules are adhered to.

These rules pick out some of the key points from the information given in various related documents, in particular:

- Ashford School Uniform Policy
- Ashford School Health and Safety Policy
- Our classroom charters and annual rules.

13 Children with a Disability

In accordance with the school's Disability Equality Scheme positive attitudes to disability are promoted throughout the school.

14 Children with Special Educational Needs

The mainstream class teacher and teaching assistant should be given all the background information about each SEN child by the Headteacher and the SEN Co-ordinator. This knowledge enables the teacher to understand the child's needs and the possible reasons for challenging behaviour. It is this understanding which enables the teacher to interact with the child with a sensitive, consistent and considered approach and enables the child to feel secure and valued.

It is important for all staff in the school to be aware of, and support, a child with a disability or special educational need. This information may be shared at a staff meeting (teaching staff), or at meetings of non-teaching staff and of SMSAs. The involvement of the admin team, classroom assistants and SMSAs is particularly important as these staff are with the children for considerable periods of the day and can offer a sensitive and sympathetic approach allowing the children to confide in them. They may observe relationship problems which do not always reveal themselves in the classroom.

15 Persistent behavioural difficulties

The teacher will discuss any behavioural difficulties with the Headteacher, Deputy Headteacher, Assistant Headteacher or the Special Needs Co-ordinator. This may initially be for advice and support. It may lead to discussions with the parents and to discussions with outside agencies if further support is needed. This referral could be to the EWO, Social Worker or EP depending on the particular need. Appendix 1 gives guidance on how staff may deal with unacceptable behaviour in the classroom and during lunch and playtimes.

See also the Ashford Safeguarding Children Policy when considering this policy and its implications.

17 Physical Intervention

It is acknowledged that there may be occasions where the use of physical intervention is necessary when all other methods have failed.

Physical intervention is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance.

Physical intervention is used as an act of care, never as punishment. No form of physical punishment is permitted in the school.

The Headteacher will clearly identify the staff authorised to use physical intervention, bearing in mind that any member of staff is entitled to intervene in an emergency, and will provide training.

The circumstances where reasonable force may be required are as follows:

- Where action is necessary in self-defence or because there is imminent risk of injury e.g. a pupil attacks a member of staff or another pupil, pupils are fighting or a pupil is intending to harm themselves.
- Where there is developing risk of injury or significant damage to property; e.g. a pupil is engaged in or on the verge of committing deliberate damage or vandalism to property.

- Where a pupil is behaving in a way that is compromising good order and discipline e.g. a pupil persistently refusing an order to leave the classroom or is behaving in a way that is seriously disrupting the lesson.
- Only when the action occurs in school, during school time or during an authorised school activity where staff are acting as authorised volunteers.

Physical intervention may take a number of forms, for example:

- Physically interposing between pupils;
- Standing in the way of pupils;
- Holding, pushing or pulling;
- Leading away from the incident by the hand, shoulder or gentle pressure on the centre of the back.
- Using more restrictive holds (in more extreme circumstances only)

All incidents of physical intervention will be reported to the Headteacher, who keeps a record of incidents.

We believe that some use of appropriate, positive physical contact with pupils can contribute to our development as a safe and friendly school. Physical contact may be necessary when working with younger children who may need encouraging or guiding; children with SEND who may need physical prompts; children requiring first aid; children receiving coaching in sport or other curriculum activity or pupils in distress. Staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils.

17 Exclusion

Exclusion may be used:

- in response to serious breaches of school's policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school:

The Headteacher of a school may exclude a pupil on disciplinary grounds as detailed below. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period

There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to exclude a child for a first or 'one off' offence.

The reason/s to exclude might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious damage to or destruction of property
- Theft

Exclusions may not be given for an unspecified period. For example, an exclusion will last until a meeting can be arranged, but must be of a fixed duration.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. The Headteacher has the authority to permanently exclude a pupil. However, this will be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher will follow the procedures set out in law and statutory guidance (including Surrey Exclusion Guidance) if the decision is taken to exclude a pupil. Further guidance for parents on exclusion can be found at:
<https://www.gov.uk/government/publications/school-exclusion>

18 Parental Involvement

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Class teachers speak to parents informally where there are small incidents of good or poor behaviour.

Where there is a greater cause for concern, a teacher may invite a parent in for a more formal meeting to discuss a child's behaviour. A member of the Senior Leadership Team may be involved in this meeting.

In line with our rewards system stickers and certificates for good behaviour may be sent home by any member of staff.

Where a child has been sent to the Headteacher, parents may also be informed, either in writing, by telephone or in person.

Each parent and child receives signs and returns a copy of the Home School Agreement which states that they will support the school's policies and guidelines for behaviour.

19 Record Keeping

Any formal discussions with parents are recorded on the Parent Meeting Log which is kept in the Class Files. It is good practice to ensure notes are taken at any formal meeting and shared by all parties attending, the teacher may take the notes themselves or ask another member of staff do this. Taking notes is to confirm any discussions and decisions taken, and they will be kept by the teacher. Only if a situation escalates will these notes then be put on the child's file and a record made in the child's Behaviour Log.

Significant problems with behaviour are recorded on individual children's Behaviour Log; this may also be passed on to a child's secondary school, where there is some cause for concern about a child's behaviour.

20 Monitoring of Behaviour

Behaviour is monitored by the class teacher, supported by other adults who may be working in the class. It should be noted that it is the teacher responsible for the class at that time who decides on any rewards or sanction and he/she should do so in consultation with other adults present where appropriate. However, where behaviour is consistent in not meeting expectations, members of the Senior Leadership Team or SENCO may become involved.

Any racial incidents are recorded by the Headteacher and this is monitored by the Local Authority.

This policy is monitored by the Governors who also make visits to school where the children's behaviour is monitored.

APPENDIX 1

Unacceptable behaviour in the classroom

This may be:

- disobedience
- rudeness/impoliteness
- name-calling (including racism and sexism and homophobia)
- inappropriate language
- persistent disruption to others
- refusal to work
- throwing items at others
- Destruction of Property

Action taken:

- discussion with the teacher
- time out of a situation (which may include removal to another room with a TA or a temporary placement in another class for a short time)
- warning from the teacher, using the "good to be green" card system
- withdrawal of privileges e.g. jobs/monitors/playtimes
- Send to Deputy Headteacher/ Assistant Headteacher. They will take the responsibility for further action
- If the offence is severe, the child should be sent directly to the Headteacher. If the Headteacher is unavailable, to the Deputy Headteacher/ Assistant Headteacher or if not a member of the Senior Leadership Team will deal with the offence
- no child should be sent to sit outside the classroom unattended
- internal exclusion
- any action from the teacher must be communicated to the Headteacher or Deputy Headteacher/ Assistant Headteacher
- the Headteacher will advise on contacting parents, this may include sending a consequence letter home or inviting the parent(s) in to discuss the matter
- The Headteacher will treat each case individually and decide upon what action will be taken. Any decision to exclude may be taken by the Headteacher only and will be subject to the school's exclusion policy (see earlier).
- Members of the Senior Leadership Team will communicate to relevant staff any incidents they have dealt with.

Unacceptable behaviour during break times and lunch-times

This may be:

- disobedience
- rudeness/impoliteness
- name-calling (including racism and sexism)
- inappropriate language
- fighting

If there is a serious incident, children who misbehave at play time may be sent into school. Staff and SMSAs should report such incidents to the Senior Leadership Team who will deal with the offender/offenders.

If all members of the team are off site then the Midday Supervisor should report to the class teacher who will take the action they feel is necessary until a member of the Senior Leadership Team can deal with the situation.

APPENDIX 2

Disciplining pupils for off-site behaviour

The governing body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

However, "where incidents outside school are witnessed by school staff or reported to the school", the headteacher will use their discretion. If a sanction is deemed necessary, it will be applied in line with the policy.

Subject to the school's Behaviour, Anti-Bullying, Physical Intervention and Exclusion Policy, staff may give a pupil a sanction for misbehaviour when a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Pupils may also be sanctioned for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all cases, teachers can only sanction pupils when the pupil is "under the lawful control of the staff member".