

# Ashford CE Primary School



## Positive Behaviour Management Policy (Including Anti-Bullying, Physical Intervention and Exclusion)

Updated Policy: February 2018

Signed: \_\_\_\_\_ P Wells \_\_\_\_\_

Approved by FGB: 22 February 2018

Chair of Governors

Updated: 16.7.2018

# Positive Behaviour Management Policy (including Anti – Bullying, Physical Intervention and Exclusion)

*"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.

By using a positive system of rewards, incentives and clear boundaries, and by enforcing good behaviour, we help children to develop confidence and healthy self-esteem and a set of skills and strategies which will take them onto the next stage of their education and into adult life.

## 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 ensuring that children will learn about justice and how there is a difference between major and minor issues
- Have positive relationships with parents and a supportive, welcoming attitude to all visitors
- Have consistent and fair relationships between staff and pupils
- Ensure all staff accept 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
- Maintain a positive attitude
- 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 CE Primary 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
- Highlighting pupils who are acting as role models
- Sharing the work/behaviour/attitude with class
- Celebrating worship
- Achievement stickers
- Recording the child's name in the celebration book
- Displaying the child's work, "WOW" work or handwriting displays
- Showing achievement (work/behaviour) to Executive Headteacher, Head of School or Deputy or another member of staff
- Occasional use of stickers
- Occasional comment to parents
- Addition to the Good to be Green behaviour wall and sticker
- Entry into the Golden Behaviour Class Book
- Gold Card or Headteacher Award
- Good News Postcards
- House Points

## **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. Our Good to Be Green system includes sanctions.

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 of 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. 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 often use restorative justice approaches to address such issues in school.

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

Restorative justice involves all parties and promotes telling the truth, taking responsibility and acknowledging harm as appropriate to conflict/bullying and in doing so creates accountability.

## **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 Inclusion Leader or Positive Behaviour Mentor to include behaviour targets on an Individual Plan
- Discussion of the child's behaviour at a multi-professional meeting with a view to seeking support from outside agencies
- Involvement of the local authority behaviour support team
- Internal exclusion (working away from the class as time to reflect and calm)

## **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
- Having an ethos which embodies the school rules

## **9 Positive discouragement**

We positively discourage:

- Name calling (including racism and sexism)
- Play weapons
- Play fights
- Retaliation
- Any form of physical or verbal aggression (e.g. pinching, hitting)
- Any behaviour which causes distress
- Biting and kicking
- Inappropriate language
- Destruction of other people's or school property

## **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 PSHE lessons and with the help of the Jigsaw 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 Executive Headteacher, Head of School 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 class annual aspirations.

The school rules are:

- We respect each other
- We always try our hardest
- We have high aspirations

The expectation of these rules include:

- 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.
- All pupil phones are to be handed in immediately on entry
- 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 CE Primary School Uniform Policy
- Ashford CE Primary School Health and Safety Policy
- Our School Rules
- Home School Agreement

### **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 Head of School and the Inclusion Leader. 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 lunchtime supervisors. The involvement of the admin team, Teaching & Learning Assistants and Lunchtime supervisors 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 Executive Headteacher, Head of School, Deputy or Assistant Headteachers, Inclusion Leader or the Positive Behaviour Mentor. 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, Behaviour Support Team 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 CE Safeguarding Children Policy when considering this policy and its implications.

### **16 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 Head of School 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 Head of School, 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 Executive 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. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

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

The behaviour of a pupil outside school can be considered grounds for an exclusion.

There may be exceptional circumstances where, in the Executive 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
- Prejudice related abuse
- 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 Executive 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 Executive 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 Head of School, 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.

### **Parents can help to support their child by:**

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- Attending Parents' Evenings, parents' functions, and by developing informal contacts with the school
- Knowing that learning and teaching cannot take place without sound discipline
- Remembering that staff deal with behaviour problems patiently and positively
- Recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- NOT dealing directly with other children and parents and allowing the school to deal with them
- Speaking directly to the class teacher

## **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.

Children in risk of permanent exclusion may have a specific pastoral support plan.

## **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, Inclusion Leader, or Positive Behaviour Mentor may become involved.

Any racial incidents are recorded by the Head of School 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

This may be:

- Disobedience
- Rudeness/impoliteness
- Not listening or “back-chat”
- Name-calling (including racism and sexism and homophobia)
- Inappropriate language
- Fighting
- 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 member of support staff 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
- Working with the Positive Behaviour Mentor
- Send to Deputy/ Assistant Headteachers. They will take the responsibility for further action
- If the offence is severe, the child will be sent directly a member of SLT or they will be requested to attend. If this is not possible the Positive Behaviour Mentor or a senior Teacher will initially 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 Head of School or Deputy/Assistant Headteachers
- The SLT will advise on contacting parents, this may include sending a consequence letter home or inviting the parent(s) in to discuss the matter
- The Head of School will treat each case individually and decide upon what action will be taken and will refer matters to the Executive Headteacher where appropriate. Any decision to exclude may be taken by the Executive 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

## **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 Head of School will use their discretion. If a sanction is deemed necessary, it will be applied in line with the policy.

Subject to the school's Positive Behaviour Management 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".

## **APPENDIX 3**

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **We respect each other**

We will teach and encourage children to do the following:

- Maintain a positive attitude
- Listen without interrupting or 'back-chat'
- Make eye contact with other people
- Use the other person's name
- Try and empathise –for example: 'how do you think the other person is feeling' or 'what would you feel like if someone did that to you?'
- Regard people of all faiths, races and cultures with respect and tolerance
- Remember their good manners
- Take their hands out of their pockets
- Not to shrug when being reprimanded

### **We help each other to be safe**

We will teach and encourage children to do the following:

- Not to engage in 'rough play' in the playground
- Report any concerns to an adult of their choice
- Behave as ambassadors for the school when on educational trips or at other venues, such as swimming lessons and sporting events

### **Staff are expected to:**

- Monitor playground behaviour and be proactive rather than reactive
- Be endlessly vigilant and take preventative measures; for example, monitoring 'trouble spots'
- Use their emotional intelligence and remember that little things can become big things—it's important to pay attention to details and to take responsibility for following EVERY incident up. Children's personal development and well-being is paramount. Remember ... each child is your responsibility.
- Be punctual and ensure that lessons begin on time
- Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult
- Monitor children for behavioural changes in line with Child Protection guidelines
- Monitor children for signs of exposure to radicalisation and extremism, as described in the Prevent duty
- Brief accompanying adults on educational visits

## **We listen carefully**

We will teach and encourage children to do the following:

- To look directly at the person speaking to them
- To listen closely and without interrupting
- To keep their hands and feet still when speaking to an adult
- To think carefully about what has been said before responding

## **We work hard with positive behaviour for learning**

We will teach and encourage children to do the following:

- To complete their work within a set time
- To concentrate within a given time
- To send unfinished work home with parental agreement
- To be proud of their learning
- To understand that presentation is important

## **Staff are expected to:**

- Have high expectations for each child
- Explain to children the positive consequences of making good progress

## **We look after things**

We will teach and encourage children to do the following:

- Pick up coats
- Put lunch boxes away
- Put away play equipment
- Look after their books; i.e. no graffiti
- Look after their book bags and PE kit
- Leave valuables such as jewellery and mobile 'phones at home
- Clear up in the hall
- Behave sensibly in the toilets
- Take belongings home at the end of the day

## **We are honest**

We will teach and encourage children to do the following:

- Explain the part they have played in an incident
- Acknowledge the part they have played in an incident
- Accept responsibility for the part they have played in an incident
- Apologise and make amends

### **We walk quietly and calmly around the building**

We will teach and encourage children to do the following:

- Line up one behind the other
- Move around the building in a safe and controlled way which enables children with a range of needs to cope with their surroundings

### **Staff are expected to:**

- Look up and down the lines
- Make eye contact with each child