



BEHAVIOUR POLICY

THE REASON FOR THIS POLICY

This policy gives a clear code of conduct for the use of all at St. Andrew's Church of England School. It has been put together after discussion with staff and children, and reflects the values and principles that we consider to be important for the school. This policy should not be seen as static but will be responsive to changes within the school.

PRINCIPLES RELATED TO THE AIMS AND ETHOS OF THE SCHOOL

To ensure that children are happy and secure in this environment

To encourage a positive and caring outlook towards all

To help children develop their own self-esteem and confidence

To help children develop as caring and responsible members of the wider community

THE PRINCIPLES THAT GUIDE THESE AIMS: -

All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are all cherished.

The school encourages tolerance, respect for others and self discipline in all its children. An opportunity will always be given for children to explain their actions.

All children will be offered the same opportunities regardless of race, colour, creed or gender.

THE POLICY

We recognise the importance of a positive approach to the behaviour of children in school. We consider that the best way to encourage good standards of behaviour in our school is a clear code of conduct backed by a balanced combination of rewards and sanctions. There is no place for **violence, bullying, harassment (racial, gender or discriminatory), vandalism, rudeness to anyone or bad language** in the school community and these will always be discouraged.

NATURE

The children will be encouraged at all times to follow the Golden Rules. The whole school community enforces these.

Do be gentle ~

Do not hurt anyone

Do be kind and helpful ~

Do not hurt people's feelings

Do be honest ~

Do not cover up the truth

Do work hard ~

Do not waste time

Do look after property ~

Do not waste or damage things

Do listen to people ~

Do not interrupt

Golden Rules for the classroom and playground are displayed and referred to.

ENTITLEMENT

TEACHERS

1. Have the right and responsibility to teach
2. Have the responsibility to establish the Golden Rules and directions that clearly define the limits of acceptable and unacceptable behaviour
3. Have the right and responsibility to ask for assistance from the management team and parents when support is needed

SUPPORT STAFF

1. Have the responsibility to uphold the Golden Rules
2. Have the right and responsibility to ask for assistance from teachers and the management team when support is needed

CHILDREN

1. Have the right and responsibility to learn
2. Have the right to a positive working atmosphere where learning takes place, unhindered by others

3. Have the right to a school staff who will set firm, fair and consistent limits
4. Have the right to a school staff who will provide them with consistent, positive encouragement to behave well
5. Have the right to know what behaviours they need to engage in that will enable them to succeed in school
6. Have the right to a school staff who will take the time to teach them how to manage their own behaviour

IMPLEMENTATION

REWARDS

Rewards and consequences need to be acted upon by the whole school community to ensure that the children uphold each and every Golden Rule. It is important that all adults follow the 'baseline' of Rewards – i.e. the minimum tangible reward agreed upon by the staff that each child should be entitled to on a termly basis.

Adults can then give as much as they like on top of the baseline but every child in every class can expect to receive some reward for good behaviour outlined in the Golden Rules.

Rewards

1. House points
2. Merits
3. Headteacher awards
4. Star of the week
5. Achievement assembly
6. Lunchtime award
7. Effort cup
8. In class strategies

CONSEQUENCES

Consequences applied consistently by the whole school community can build children's self-esteem and give them a clear structure. The following consequences have been devised the whole school staff and are implemented to give consistency across all classes

Consequences

1. Reminder of expectations
2. Verbal warning of consequences of actions
3. Time out from situation
4. 5 minutes loss of free time and recorded in behaviour book
5. Time out working away from other children
6. Spoken to by a senior member of staff
7. Sent to head teacher and parents informed

Each class will have a behaviour book which records incidents from both in class and around school. These will be used to identify any patterns of behaviour, reference for staff when discussing issues with parents and also a way of communicating between class and dinner time.

There will still be a few children who, due to personal circumstances and rock bottom self-esteem are locked in a self-defeating pattern of negative behaviour and are 'beyond' normal Rewards and Consequences. Because it is important to allow each child to participate in the scheme, with the knowledge and support of the whole class they can be invited to involve themselves in identifying the special individual targets with special chosen rewards that can be offered by other pupils if necessary.

Serious contravention of the Golden Rules and all instances of unacceptable behaviour such as violence, bullying, harassment (racial, gender or discriminatory), vandalism, rudeness to anyone or bad language must be dealt with in a more formal way:

Referral to the Headteacher

Removal from the place of the problem for a longer period

Contact made with parents

If the problem persists it may be necessary to involve outside agencies such as the Educational Psychologist or Pathways or The Working Together Team (TWTT). At this point the child involved will be placed on monitored closely with regular meetings taking place with parents. The last resort is exclusion from school on a fixed term temporary basis in line with Lincolnshire County Council Policy.

LUNCHTIMES

Lunchtime supervisors participate in the same Rewards and Consequences system as other adults in the school. They also have a weekly scheme to identify good behaviour which is celebrated in Friday assembly. When possible Dinner Staff will attend assemblies to hand out certificates and prizes. Class behaviour books are passed over at dinner time to communicate any issues from the morning or to record any issues that have happened over lunch time.

PLAYTIMES

In conjunction with offering sensible Rewards and Consequences to the supervisors and duty teachers, playground behaviour can be improved by helping children learn to play in a more imaginative way. The Playground Leaders will actively play with children and encourage them to use the games marked on the playground, and the playground equipment.

IMPLEMENTATION

Central to all that has been documented so far is the use of SEAL/Circle time to encourage children and adults to take more responsibility for devising strategies to improve behaviour and learning. The SEAL/Circle time approach for children, through its use of developmental games, listening and speaking exercises, drama strategies, rounds and discussion, ensures that children experience success and shared fun; this in turn leads to greater self-confidence and belief in their strengths and abilities.

All classes will display the Golden Rules poster.

All classes will display Rewards and Consequences poster.

The Golden Rules will be reinforced in assembly each term.

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ASSESSMENT

All staff will continually monitor behaviour. Incidents of a serious/unacceptable nature i.e. violence, bullying, harassment (racial, gender or discriminatory), vandalism, rudeness to anyone or bad language will be logged in the Discipline Book or Incident Book as appropriate (kept in the Heads Office). These books will be examined on a termly basis in such a way that trends, good or bad, can be discerned and addressed. An Accident Book is also kept in which details should be entered of any incident involving physical injury to a child.

PRACTICAL IMPLICATIONS OF THE POLICY

See Appendix A ~ Children Beyond

SUCCESS CRITERIA

There is a whole school policy that is agreed and written down which affirms the commitment of the team to the issues and strengthens mutual support.

There is continuity of approach and example.

There are strategies in place to help those children who find it difficult to keep the Golden Rules because of behaviour difficulties.

There is consultation with children, support staff, parents and governors so that it is a community responsibility that is valued and has good reason to be nurtured and cherished.

Original draft by: David Hodgson

Amended by: Faye Hatton

Reviewed on: 16th November 2015

Due for Review: November 2017

Person to initiate the review: The Headteacher

APPENDIX A

CHILDREN BEYOND

This appendix accompanies and should be read alongside the school's Behaviour Policy, which aims to create a positive ethos within school. The following sets out good practice when physical intervention may need to be used to provide reasonable, necessary controls to ensure the safety of children, adults and property.

THE FOUNDATION FOR GOOD PRACTICE IN THIS AREA IS BASED UPON:

1. Clear procedures and processes, which are reinforced in the classroom and outside based on Quality SEAL and Circle Time.
2. The positive promotion of good behaviour.
3. Good relationships between staff and pupils.
4. The provision of care.
5. Clear recording of all incidents.
6. Effective links with parents.
7. Effective links with other agencies.

The guidance in DfES Circular 10/98 indicates that physical control is permissible in circumstances where staff are attempting:

1. To avert danger or risk to the child or another individual.
2. To avoid danger to property.
3. To prevent serious disruption which would impede the entitlement to education of the other children or where other courses of action have failed.

It is accepted that **physical control** may be necessary on some occasions. The degree of force should be the minimum required to control the behaviour and it should be applied in a manner that attempts to reduce rather than provoke aggressive action.

STAFF SHOULD ADOPT THE FOLLOWING PRINCIPLES WHEN DEALING WITH CHILDREN IN THIS WAY:

1. The member of staff chosen to intervene should have an established relationship with the child wherever possible and should explain what she/he is doing and why.
2. Holding should not arouse sexual expectations or feelings.
3. When the risk has passed physical control should cease.

Physical restraint is the positive use of force to protect a child from risk, harming others or seriously damaging property. It may be used when serious disruption prevents others receiving their educational entitlement. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraint, and it should be one of last resort. Restraint should always involve a minimum of two *skilled* members of staff wherever possible.

Physical force may only be used when other measures have failed and there is immediate risk. All incidents must be formally recorded. (See sheet attached)

Physical restraint is not appropriate to consider unless the member of staff feels confident. It is impossible to predict every possible incident and therefore discretion and good judgement must be applied at the same time.

PHYSICAL CONSTRAINT IS NOT LIKELY TO BE CONSTRUED AS ILLEGAL IF THE FOLLOWING CRITERIA ARE MET:

1. There is a clear or perceived risk of injury to the person or to others.
2. Staff have considered all the possible alternatives.
3. The action taken is the least detrimental alternative.
4. The force used is within context of the situation with the risk.
5. The incidents of the use of restraint are recorded.

Staff should act in a reasonable and responsible way. There should be no question of physical abuse or ill treatment.

PRINCIPLES RELATED TO THE USE OF PHYSICAL RESTRAINT

1. The child should be at risk of harming himself/herself, others, or seriously damaging property and/or the child should be seriously affecting the educational entitlement of other pupils.
2. The member of staff should have good grounds for believing this and the child should be warned orally that physical restraint would be used unless he/she desists. Members of staff should be there if restraint is used. ALSO a staff member first aid trained should monitor the child throughout, preferably not involved in the restraint.
3. To avoid any misinterpretations by anyone present of the actions of the member of staff, he/she should state in a loud voice what he/she is doing and why he/she is taking this action.
4. Only reasonable force necessary to prevent injury or damage should be applied. Teachers and Teaching Assistants aware of escalation should discreetly remove resources from within the child's reach which may be used as missiles or weapons
5. Every effort should be made to secure the presence of another member of staff before applying restraint. These staff can act as assistants and witnesses.
6. As soon as it is safe, restraint should be gradually relaxed to allow the child to gain self-control. A member of staff who has an established relationship with him/her will offer support for the child. After de-escalation the child should be offered a drink and medical assistance
7. A member of the management team should offer support for the member of staff. It is very important to record and report as soon as possible when the member of staff has recovered but within 24 hours. Restraint logs/details should be completed by each witness, without consulting with each other. Include time, date, location, triggers, type of restraint used and duration of the restraint.

GUIDELINES AND SUGGESTIONS TO DEFUSE AND MINIMISE CONFRONTATION AND AGGRESSION

Be critical of the behaviour not the person

Be perceptive and read situations

Do not fall for provocation

React in a calm and reasonable manner. If you keep control of your own emotions and behaviour, you will avoid contributing to an escalation of the situation and may help to defuse it.

Think about your attitude and body language. Exude calmness and confidence, listen attentively, and try to assess how the child perceives you. Lower your voice – this helps reduce the whole atmosphere. Hear them out, you may have heard the story lots of times but the child may need to have their version of it told in full.

Maintain a dialogue where appropriate. Try to maintain relaxed eye contact and keep your body as relaxed as you can. There is a tendency when young people are frightened to mirror the aggressor by clenching fists, tightening jaws, leaning forward etc. Consciously counteract this tendency.

Give an angry child as much room as you can. Do not corner them physically or verbally. Give them space to back down.

Try diversion tactics.

Position yourself for escape. Be aware of your physical surroundings.

Do not provoke an aggressive situation.

Do not antagonise people by belittling them or making them feel inferior to such an extent that their only redress is violence.

Keep talking ~ it can calm someone's anger.

Reflect the anger, 'I can see you are angry and I would like you to tell me about it'.

Back off, if appropriate. Yield space but keep talking in order to calm the situation. Body language can also assist (e.g. holding out your hands with palms towards the young person as if gesturing them to sit down).

Use the broken record. Keep repeating the same message, 'If you calm down, I'll listen to you'.

Do not attempt to stop damage to property if by doing so you endanger yourself or the pupil.

Do not have unrealistic expectations of yourself in violent situations. If you feel threatened and feel that the situation is likely to get out of control, then be prepared to leave and seek further assistance, or send for assistance.

COPING WITH VIOLENCE WHEN IT HAPPENS

Be sure that you can carry through whatever approach you decide to adopt in line with the strategies of the school. In the first instance, consideration must always be given to trying to defuse a situation and to act in such a way as to avoid escalating it.

Work on the positive if possible. Look for a way out of the situation, as the child may want one too.

It is essential that staff remain calm and in control of themselves. If staff feel that they cannot handle a situation then further assistance must be sought.

Try to take the initiative where possible by telling the child what you want them to do. Slow repetition of instructions may be necessary.

Before tackling a child known to be violent, practise in your own mind what you are going to do.

AFTER THE EVENT

CARING FOR THOSE INVOLVED

Violent situations involve stress for all parties. With children, a calming down period followed by reparation should be considered. It is unrealistic to expect an immediate return to normal. There is a danger that support offered is immediate but short lived. Consideration has to be given to the effect as staff and colleagues in school should ensure that support is provided in the short term to cover teaching until the person can resume duties. It is important to remember that human anxieties tend to surface over a number of days and, accordingly, support must be on going.

All those involved should be aware of their right to invoke a complaints procedure and know how to do so.

Neither staff nor children should be discouraged from exercising their right to involve the police if they believe that they have been physically assaulted.