

Behaviour Policy (July 2018)

(Including our Statement of Behaviour Principles, Bullying including Racist Bullying and Use of Reasonable Force)

Alwyn Infant School



As the roots spread so the tree grows

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (**appendix 1**).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness.

3.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (**appendix 2**)

The senior leadership team will support staff in responding to behaviour incidents.

3.4 Parents

Parents are expected to:

- Support their child in adhering to the Alwyn Aims
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

4. Strategies

1. to develop in the children a clear understanding of rules and expectations.

It is important for children to have clear guidelines within which to work. Our school rules are simple and positively phrased. They address basic needs and encourage the following:

- respect for oneself.
- respect for others.
- respect for property.

The Alwyn Aims are explained to the children at whole school assemblies and they are then reinforced by all the teachers and support assistants. These aims are displayed in classrooms and referred to frequently and at appropriate times.

They are:

- ***Keep your hands and feet to yourself***
- ***Look and listen***
- ***Be careful and kind***
- ***Always do your best***

In the context of morning playtime and lunchtime playtime children are encouraged to follow the Playtime Rules – **Appendix 3**

- 2. to use praise, encouragement and simple incentives to encourage children to behave appropriately.**

Good behaviour, along with good academic effort or attainment, will be rewarded with verbal praise and the use of stickers and certificates. These will be used by teachers, teaching assistants and lunchtime assistants. Children will also be sent to the Headteacher for a special sticker and inclusion in the school's Golden Book. Children will also be sent to other adults around the school to receive praise. Work and behaviour noted in the Golden Book receives a mention during Friday's whole school Golden Book Assembly. This is a celebratory event and children, will have their attainments read out and will stand and be applauded for their success. Children will also receive a Kindness or Polite Certificate to take home, when appropriate, and will place a leaf on the Kindness Tree or a feather on the Polite Parrot during assembly. The achievement of class goals will also be celebrated in an assembly. The aim is to be able to value and encourage all children. Children are carefully monitored to ensure all benefit from these reward systems. Children will enjoy Golden Time activities on a Friday afternoon if their behaviour has warranted it. Parents will also be informed of good behaviour when appropriate.

- 3. to ensure that children understand that the consequences of misbehaviour are fairly and consistently applied.**

Our aim, in terms of behaviour, is to be pro-active rather than reactive. However, in practical terms, situations can arise when children are not behaving appropriately and sanctions may be applied - **Appendix 2**

Very rarely it may be appropriate to give a child a fixed term or permanent exclusion (refer to Exclusion Policy)

We endeavour, at all times, to be knowledgeable of children's special needs and circumstances and are aware that some children will behave inappropriately through no fault of their own. We will manage the behaviour of these children in a manner appropriate to their special need(s) and in consultation with their parents/carers and other appropriate bodies/organisations.

5. Behaviour Management

5.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Alwyn Aims
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6. Bullying (including racist bullying)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is the persistent, wilful and conscious desire to hurt, threaten and frighten another.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Alwyn our aim is that children's behaviour towards each other should be friendly and co-operative and bullying is therefore unacceptable. It is however important to recognise that bullying can and does take place in every school from time to time. It can take a physical form or be psychological, e.g. calling people unkind names, which can include racist ones. If an incident of bullying is reported, we respond immediately. We follow the LIA model – Listen, Investigate, Act.

The Headteacher:

- talks with the parents/carers of the children and the children involved.
- alerts all staff to the problem and arranges systematic monitoring of the children concerned.
- uses the information gathered to identify the underlying problem and deal with it.

Dealing with Racist Incidents/Bullying

At Alwyn we treat racist bullying as seriously as other forms of bullying and we ensure:

- Reports of racist incidents and harassment are treated seriously and consistently by all staff and are reported to the governors.
- Staff are given opportunities to discuss racism and racist incidents to ensure that they are sensitive to their causes and effects.
- Pupils are given opportunities to discuss racism and racist incidents and are clear about developing strategies for countering them.
- There is a range of appropriate (behaviour) sanctions, understood by all, for pupils who undertake racist activities in school.
- The curriculum and school environment reflect a positive attitude towards people from all backgrounds.

7. Use of Reasonable Force

The Department of Education (DfE) has issued non-statutory guidance on using force to control or restrain pupils '**Use of reasonable force Advice for headteachers, staff and governing bodies July 2013**'

All members of school staff have the legal power to use reasonable force, and members of school staff will be supported by senior school leaders in the use of this power.

The school does not require parental consent to use reasonable force; however, reasonable force can never be used as punishment. The use of force as a form of punishment is illegal.

Reasonable force constitutes a broad range of actions, but usually involves control or restraint. 'Reasonable' means using no more force than is necessarily required.

The use of reasonable force is always a question of professional judgment and depends on the individual circumstances of the case; however, examples of where reasonable force may be required include:

- removing disruptive children from the classroom where they have refused to follow an instruction to do so;
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restraining a pupil at risk of harming themselves through physical outbursts.

In exercising reasonable force, all staff must comply with their legal duty to make reasonable adjustments for children with disabilities and special educational needs.

Serious incidents using reasonable force

Any serious incident involving reasonable force will be reported to the Headteacher and a written report completed.

The use of reasonable force will be reported to the parents/guardian of child by the Headteacher.

Allegations of using excessive force

All allegations of excessive force will be thoroughly, speedily and appropriately investigated.

When a complaint is made, the onus is on the complainant to prove it is true, it is not for the member of staff to prove they acted reasonably.

Suspension should not be considered an automatic response where a member of staff has been accused of using excessive force.

Any staff accused of the use of excessive force will be provided with appropriate pastoral support by the School.

8. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every 3 years.

9. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Approved by:	Governing Body	Date: [Date]
Next review date:	July 2021	

Appendix 1: Governors' Statement of General Principles with Regard to Behaviour

Introduction:

Under Section 88(1) of the Education and Inspections Act 2006, governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its children are pursued at the school.

Section 88(2) of the Education and Inspections Act 2006 requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst children; and
- notify the headteacher and give her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Our Statement of Principles:

The following points describe the core behaviour principles for members of the school and form the basis of the more detailed behaviour management policy written by the headteacher.

- All children will be treated fairly, without discrimination regarding race, ethnic origin, gender, age, religion or disability. We respect diversity and have high expectations of everyone.
- Staff members will deal consistently with children in terms of rewards and sanctions. Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents/carers can understand how and when they are applied.
- The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. Given the importance of the safety of the pupil body, the Governing body support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- When making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.
- Given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others, when it is appropriate for them to do so.
- Some children, for example those with special educational needs, physical or mental health needs, and looked after children can experience particular difficulties with behaviour and the school will seek to ensure that such children receive behavioural support according to their need.

- Children will be taught standards of behaviour expected by the school.
- Children will be polite and respectful to staff, and to other children.
- All children and staff and visitors have the right to feel safe at all times in school. There should be mutual respect between adults and children and between each other.
- We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from physical, sexual and emotional abuse, neglect and bullying.
- Children have the right to learn without distractions in the classroom caused by misbehaviour.
- Children have the right to be heard and listened to. At Alwyn, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our children so they can learn, in a relaxed and secure atmosphere.
- Children will respect the school environment and equipment.
- We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Parents/carers should be encouraged and helped to support their children's education.
- The School Rules should be clearly stated in the Behaviour Management Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and shared with and explained to all children. A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- This written statement (and all other school policies influenced by it) applies to all children when in school and when engaged in extracurricular activities such as educational trips and visits and when being educated as a member of our school.
- It is appropriate for a member of staff to use reasonable force or make other physical contact in the appropriate circumstances.
- Pastoral care for school staff- headteachers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

This statement and our behaviour management policy are available upon request from the school office and can be found on the school's web site.

Appendix 2: Sanctions

Sanction	Order
SANCTION: Disappointed look from teacher/TA	1
SANCTION: Reparation (Making good)	1
SANCTION: Verbal comment	1
Examples of behaviour: Low level behaviour e.g. calling out/talking when should be listening/working quietly. Reparation, when appropriate.	
SANCTION: Reprimand	2
Examples of behaviour: Repeated/continued low level behaviour.	
SANCTION: Move to another part of the classroom	3
Examples of behaviour: Behaviour disruptive to themselves, the child next to them, group or whole class e.g. talking, fiddling with equipment, touching other children.	
SANCTION: Sit next to TA	4
SANCTION: Miss part of/whole of Golden Time (Can be earned back)	4
Examples of behaviour: Repeated disruptive behaviour from child who needs guidance. Repeated behaviour after sanctions 1 – 3 have failed to work. Not complying to the Alwyn Aims	
SANCTION: Time out at morning playtime	5
SANCTION: Finish work at playtime	5
SANCTION: Child to record their own actions (Yr 2)	5
Examples of behaviour: Continued repeated behaviour of interrupting, calling out, physically disturbing other children	
SANCTION: Send to another teacher for a period of time (Internal exclusion)	6
Examples of behaviour: Continued repeated behaviour of interrupting, calling out, physically disturbing other children	
SANCTION: Send to Miss Cale (or a member of the SMT) and parents informed	7
Examples of behaviour: Physically hurting/injuring another child/adult Deliberate non-response or negative response to teacher/adult instruction By prior agreement Involvement of other people e.g. visitors to the school	
SANCTION: Send for Miss Cale (or a member of the SMT) and parents informed	8
Examples of behaviour: Child refuses to go. Child very distressed.	
SANCTION: Speak to parents	Varies
Examples of behaviour: Repeated behaviours Injury to self/another Upon parental request Dangerous behaviour	

Sanctions 6 and beyond are recorded in the following behaviour log so that we can monitor behaviour and review our behaviour management strategies.

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Behaviour:	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident:	

Appendix 3: Playtime Rules

Playtime Rules

1. Play kind and sensible games
2. Stay in the playground – not in school or in the bushes
3. Keep your feet on the ground – no climbing or jumping off things
4. Use the toilets properly
5. Listen to the grown-ups
6. Be quiet in the quiet area
7. Leave creatures alone and leave leaves/twigs/stones where they are
8. Stand still when the whistle blows then walk to your line and stand sensibly
9. Walk to your classroom
10. Have a good playtime

Lunchtime Rewards and Sanctions

Rewards:

- Happy playtime
- Mini playtime certificates
- Golden time

Sanctions:

- 1 Verbal reminder
- 2 Equipment removed, for period of time
or
Children not allowed to play with each, other for period of time
- 3 Hold adult's hand sensibly, for a period of time
or
Stay near adult, for a period of time (Teacher informed at end of playtime)
- 4 'Time Out' in hall, for a period of time (Record in book)
- 5 Teacher informed and time taken from 'Golden Time' (Record in book)
- 6 Be sent to Miss Cale, or a member of the SMT (Record in book)
- 7 'Time Out' for next day's lunchtime playtime and parents informed (Record in book)
- 8 Parents to pick up child immediately (Record)

