

Horton Park Primary School

Behaviour Management Policy

School Mission Statement: 'We Learn to Succeed'

Adopted: June 1997 and Reviewed at least annually

Last reviewed: September 2014 Next review: September 2015

Relevant School Aims:

1. All in our school community are valued and respected and continually learning.
2. All broaden their horizons and explore their opportunities so they can make positive life choices.

Rationale: In order to be effective in teaching and learning:

1. Our learners actively contribute to setting the school and class climate for learning.
2. Our learners know exactly what is expected in school.
3. These expectations are clear and precise.
4. The whole school approaches both good and bad behaviour consistently.

Principles:

1. School Life (our ethos) is positive and solution focused
2. Learners choose how to behave and we teach them to make good choices
3. Parents are partners in education and therefore behaviour
4. Every learner begins every day with a fresh start
5. Any negative behaviour is dealt with according to our policy
6. Our reward and sanction systems are inclusive and so are differentiated, when appropriate
7. The school takes appropriate action in relation to anti-social behaviour outside school
8. Other agencies are consulted appropriately

Aims for Behaviour: Including our 'Ways to be Brilliant' (i.e. 'Rules')

We succeed when:

1. We treat ourselves and others with sensitivity (Rule 1: We are kind and respectful)
2. We assess the risks before we make choices (Rule 2: We think then act)
3. We achieve our very best. (Rule 3: We keep on trying)
4. We allow the group/class to achieve as well. (Rule 4: We listen and act fast)
5. We tell the truth and ask before borrowing anything not their own
(Rule 5: We are honest)

Note re Rule 4:

This is because there are lots of us together at school and no one has to the right to waste someone else's learning time. However, it must be emphasised, by staff, that we think about whether we are being asked to do the right thing. (We are not encouraging 'unthinking' obedience, we teach the children to risk assess and safeguard themselves)

Policy Statements:

The relationship between teachers and pupils is based on mutual trust and respect.

Our behaviour management system and strategies contribute to the ethos and pastoral support which the school provides. Adults in school set a good example to pupils at all times.

Our 'Behaviour Management System' involves learners in reflecting on what they have done, why it was a mistake and what they can do to solve the situation now.

We are working with the children, and their carers, to help them to develop awareness of themselves in relation to others and the social consequences of their actions in school.

The management of behaviour is linked to the PSHCE curriculum. Particularly to citizenship: The Learner's contribution to school life can provide a rehearsal for their role in society.

Firstly we are aiming for conforming, socially acceptable behaviour that enables learning and the school to function harmoniously.

At the next level we are aiming for pupils to have understood the need for order in a social setting. Learners understand their contribution to 'What sort of school do I want to be in?'

Ultimately learners act out of a sense of awareness of themselves and others. They become sensitive to and caring of the needs of others and responsive to the opportunities to contribute to the school ethos.

The central part of our policy is that based on praise and rewards rather than those aspects that deal with rules and sanctions.

Systems must be operated consistently, but with flexibility to allow for individual needs.

Learners with social, emotional and behavioural difficulties are planned for with specific guidelines including their Individual Education Plan or (Behaviour) Support Plan targets and rewards but within the overall framework of our policy.

Exclusions

Social care procedures such as the CAF process, including working closely with family members and the involvement of other agencies, are initiated to prevent exclusions if at all possible.

However it may be necessary to exclude a learner at lunchtime or for a fixed period with support from school, council guidance will be followed and only the Headteacher may make such a decision.

Removal may be considered as a last resort by the Governing Body in consultation with the agencies involved.

Management and Organisation and Teaching and Learning Approaches:

See detailed guidelines.

Use of Resources:

Stickers, personal points, stars etc. Are used - see detailed guidelines.

Assessment, Recording and Reporting:

Detailed records are kept.

Parents are informed of good or improved behaviour and as soon as there is a problem.

Exclusion statistics and any other important developments are reported to management/Governors as appropriate. The school prospectus includes information on behaviour.

Monitoring and Evaluation:

Records are analysed re. Improvement or need for further additional help - as in SEN procedures.

Behaviour slips are electronically collated and results monitored by management so individual or whole school issues can be ascertained.

Actual practice is monitored by management on a continuous basis. Feedback is given to staff and governors as necessary.

Roles and Responsibilities: See Guidelines.

Equal Opportunities:

All Learners are treated as individuals with their own needs and be respected.

Teachers monitor and are aware of the proportion of rewards/sanctions allocated to boys/girls and to different ethnic groups and to Learners with special educational needs.

SEN – see guidelines, learners not responding to rewards/sanctions must have a written review of provision and parents be informed of support being offered.

Consequences for Anti-Social behaviour Outside School

Added to Behaviour Policy by Governing Body in 2011

This is now a legal duty placed on all schools by the government. **In this school:**

1. Any complaint of anti-social behaviour will be investigated
2. It will need to be evidenced through statements
3. An investigation will be carried out including talking to all parties concerned
4. Parents will be informed and consulted as part of the investigation and then told of any sanctions applied
5. School sanctions will be used in relation to severity and frequency as for incidents in school
6. Outside agencies e.g. In-communities/police/Social Care/ESW will be consulted appropriately and parents informed about such referrals
7. Any threat to a member of our staff is a criminal action and will be reported to police.

Links with other School Policies:

This policy should be read with reference to all other school policies.

Review Process:

This policy and implementation is reviewed by the headteacher in consultation with the staff.

Monitoring outcomes and evaluation information are passed to the Governing Body.

Horton Park Primary - Anti Bullying Policy

Relevant School Aim: All in our school community are valued and respected and continually learning.

Aims of this Policy:

1. To make sure that all learners treat each other with respect.
2. To make sure that all learners can take responsibility for what they see or hear around them.
3. To make sure that all learners understand what happens to bullies, in themselves, and to those who are bullied.
4. To make sure that any bullying occurring at our school is discovered, dealt with effectively, stopped quickly.

Procedure: What we do:

The parents handbook states clearly that we want to know if there are problems for any child and we will act on what parents or learners tell us.

1. Teachers will watch out for signs of upset in learners.
2. Parents/carers are encouraged to tell us any concerns they have or that their child raises with them.
3. Classes will talk regularly about our expectations re. Bullying: what we want, what to do, the effect of bullying on the bully and the victim.
4. Staff will make sure that the learners, and parents, understand that we want to know about the journey to and from school as well.
5. Learners will be praised for sharing information about hurtful behaviour whether they were involved or just watching.
6. If a serious bullying incident is reported or if a series of minor bullying events are affecting a child then:
 - a). The learners will be sent to the headteacher with a written record from the adult concerned about the event(s).
 - b). The headteacher will record the events in a letter home. A copy will be kept in school.
 - c). The headteacher will make it clear to the bullying child that this is unacceptable and decide on a suitable sanction e.g. missing playtimes for a specific period.
 - d). The bullying child's parents will be asked to come and talk with the headteacher.
 - e). The headteacher will support the victim and ensure that their teacher, the rest of the staff and the lunchtime supervisors know to keep an eye on both parties.
 - f). The parents/carers of the victim will also be informed.
7. In the event of bullying continuing or being repeated by the same child:
 - i. The SEN procedures will be utilised quickly and outside agencies, that work with learners with social, emotional and behavioural difficulties, will be consulted.
 - ii. The parent/carer will be invited to work very closely with school
 - iii. Agreement for the bullying child to be in a small social group or go home at lunchtime or even exclusion during school time will be considered in line with local and government guidelines.

In the case of Racial Bullying or Harassment:

We will use the same procedure and the LEA Racial Harassment Reporting Form will be filled in as well.

Horton Park Primary School

Reviewed: March 2014

Care and Control Policy (Including Use of Restraint)

School Mission statement: 'Where Everyone Learns To Succeed'

Relevant School Aims:

1. All in our school community are continually learning, valued and respected..

Rationale:

Teachers 'in the course of duty' have the power to restrain pupils.

Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the Head, *may use such force as is reasonable to prevent a pupil from:*

1. Committing an offence
2. Injuring themselves or others
3. Damaging property, including their own
4. Behaving in a way which is prejudicial to the good discipline and order of the school where the teacher has lawful control of a pupil.

The power is given in s.550A of the education act 1996 which was inserted into the act by s4 of the Education Act 1997.

This strengthens the clause in s.549 of the 1996 Act which distinguishes from corporal punishment any action by a teacher which averts the danger of a pupil causing personal injury or damage to property.

Aims for Restraint Policy:

1. To ensure that staff are clear what is expected of them in the situations listed above.
2. To ensure that parents are aware of action that will be taken and why.
3. To clarify correct procedures.

Policy Statements:

Teachers are urged to exercise great caution in the use of force and always try to use other means to resolve a situation.

This is particularly important where the enforcement of good order is the motive and there is no risk to person or property.

To use force to achieve compliance with instructions given by a member of staff becomes increasingly inappropriate as the pupils get older.

The teacher should talk to the child during the restraint situation at all times trying to reassure the child and calm the situation down.

The restraint /force situation is not the situation in which to tell the child off but rather to concentrate on ending the use of force/restraint as soon as possible.

The child is usually steered to a place within school or the grounds where they can have the space to move freely and safely without danger to others.

The government instruction to schools (DFEE circular 10/98) is clear – staff should not act in a way which might cause pain or injury e.g. by striking, holding a pupil around the neck or pulling hair or ears in any way which might be considered indecent.

1. There is **no legal definition** of what constitutes reasonable force.
2. It is the **circumstances** of a particular incident which warrant the use of force
3. To use physical force to prevent a **trivial misdemeanour** when other means would be appropriate could not be justified.
4. When force is used the **degree of force must be in proportion** to the incident, and must be the minimum to achieve the desired result.
5. **Examples of situations** which fall into the categories above when the use of 'reasonable force' might be justified include:

Violent behaviour by a pupil such as fighting or attacking a member of staff or a pupil.

Acts of vandalism

Behaviour by a pupil, such as rough play, the misuse of objects or running in the corridors, which is likely to cause personal injury or damage to property.

Refusal by a disruptive pupil to leave a classroom.

Records of all incidents when force has been used must be written

All incidents must be recorded in detail and kept up-to-date.

(school proforma on Page 3)

A senior member of staff must be immediately informed.

Support for the Staff Involved:

1. AS THE INCIDENT ESCALATES:

Use all previous knowledge about what helps this child calm down

Advise the child to leave the situation with you

Alert the manager available, Alert a second member of staff for support

2. DURING THE INCIDENT:

Two Staff Members

A second member of staff should be called before restraint is begun, if possible. If any other staff member is present they should support – by asking the staff member what help they would like, staying with the situation and sending a child for management/telephoning for help. Senior staff will ensure parents are contacted to come as soon as possible.

2. AFTER THE INCIDENT IS RESOLVED:

Take time out to calm down, Do not go back to class until you have had a de-brief with a senior staff member. Complete all records straight away in as much factual detail as possible. In the future: Counselling support is available if you wish

Complaints:

Complaints from pupils or parents which might be received which could invoke staff disciplinary procedures or even the involvement of the police or social services, if force was not in proportion to the incident.

Safe 'Holds'

All staff have been trained in the use of 'safe holds'

In all situations keep talking and tell the children how you understand they are upset and you will help them to stop hurting each other.

They do not have to deal with it themselves, they will be listened to etc.

To restrain:

Two members of staff use their hands under the elbows of the child pressing their arms against the child's body and interlocking the staff members legs over the child's so that movement must be in the same direction as the staff members.

Or To intervene in a fight:

Move arm between the two assailants and turn one away from the other.

This works best with another adult working with the other child.

To stop personal attack: Press on the attacker's breast bone and following through with elbow to chin.

Addendum To Restraint Policy (12.10)

Out of School Incidents

As Policy: A child can only be restrained if they are putting themselves, others or property at risk.

If a child is outside the same rules apply as in our building.

1. If the child is upset/likely to 'kick off' before going out of school/leaving their home DO NOT TAKE THEM with you.

THEIR PARENT CAN DO THIS AND SHOULD BE ENCOURAGED AND HELPED TO GET THEM TO SCHOOL THEMSELVES

2. Use safe holds to keep the child safe

3. Get help – either by asking anyone near to phone school/home/police or phoning yourself

4. If the child runs off, do NOT chase them, phone police and then school – school will contact parents/carers

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This incident form MUST be completed as soon as possible and definitely within 24 hours of the incident
DO NOT use tippex or rub out writing – just draw a line through any alterations

Date:

Time:

Location of incident:

Name of staff member completing form:

Name of first positive holder:

Trained in restraint/positive handling: Y /N

Name of second positive holder:

Trained in restraint/positive handling: Y/N

Name of Pupil involved:

Year Group: 6 5 4 3 2 1 R

Looked After Child: Y/N On Child Protection register: Y/N

SEN Code of practice: Statement Y/N Assessment Y/N Action plus Y/n School Action Y/N

Ethnicity:

Observers:

Adults:

Children:

Reason why reasonable force was necessary:

Child was placing themselves at risk – Y/N

Child was placing others at risk – Y/N

Serious damage to property – Y/N

Other – Specify:

Type of reasonable force used: (see policy for list of holds)

Strategies other than reasonable force used to de-escalate the situation:

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Description of the incident

Any injury suffered by any of the parties? Complete LEA form – and attach copy

Any damage to property – complete incident/insurance claim form- attach copies

POST INCIDENT SUPPORT:**CHILD:**

Steps take to ensure the pupil was calm after the incident: (positive listening, de-briefing)

Date of child de-briefing:

Adult leading de-briefing:

STAFF MEMBER:

Steps taken to ensure staff member's well being after incident: (time out, listening..)

Date of staff debriefing:

SLT member leading de-briefing:

Outcome of incident:

Parent /Carer informed – attach serious behaviour/exclusion letter

State date and time if verbal:

Parent's views:

Outcome of child de-briefing:

Sanction agreed for pupil:

Senior staff involvement – name:

Outcome of staff de-briefing:

Other professionals informed: (SS, ESW, EP, School Nurse, CAMHS....) with date and time

Copy: To child's file in admin office

To restraint incident file in Headteacher's office