

Scole CEVC Primary School

Behaviour Management Policy

The school's Behaviour Management Policy deals with all areas of the children's development.

Teaching and Learning

Learning is the central focus of all we do. The routines of the behaviour management policy give a sense of security and consistency and are crucial to the establishment of effective teaching and learning.

We aim to establish and maintain classroom routines which the children follow. This helps to maintain boundaries and support the development of good habits, which will be transferable and aid children as they move to other environments and situations.

We promote positive and appropriate behaviours, by example, encouragement and reward.

We recognise that well planned, structured learning experiences offering sufficient challenge along-side appropriate support, are crucial elements of good practice.

Positive rewards

We have a system of rewards for all kinds of achievement and positive behaviour. These include house points, special certificates, sticker charts, or reward activities/experiences such as visiting another class to show work etc. or nominating a child for a Special Mention or a Headteacher's Award. These rewards are understood by the whole school community.

Each class develops and agrees a set of class rules outlining expected positive behaviours i.e., outlining clearly what the children should be doing, how they are expected to respond etc.

We appreciate that one of the best rewards for a child is genuine praise. We praise children for their achievements and try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a child at every opportunity 'catching them doing the right thing'.

Modelling in all interactions by all staff is crucial to foster productive relationships. We take opportunities to foster constructive relationships by using positive body language, tone of voice, facial expressions and our reactions to their achievements and difficulties.

Prevention

We choose preventative strategies to diffuse and de-escalate potential incidents. The structure and routine of our school day supports this. We try to minimise the occurrences of challenging behaviour by:

- establishing positive relationships with pupils
- creating a positive supportive climate in the classroom
- being in the class before the pupils arrive

- providing a constant adult presence, never leaving the children unsupervised
- having well planned, meaningful lessons differentiated to meet the needs of the pupils
- making connections with previous learning
- ensuring equipment or materials needed are available and in working order
- having well-established routines for behaviour
- teaching the children strategies to deal with anger and frustration
- using social problem solving skills, circle time and mediation.
- using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups and to their school community.
- We also maintain the importance of confronting anti-social, aggressive behaviours that disrupt the well-being and learning of individuals and their peers. This will support children to find more effective ways of problem solving.

When the need arises behaviour plans are put in place.

Behaviour targets on Individual Behaviour Plans (IBPs) are cut down into small, achievable steps and reviewed regularly, for behaviour we want to promote such as:

- making real effort with application to learning;
- producing work of a high standard;
- showing care for another pupil;
- resisting provocation;
- inviting others to join in a game;
- controlling anger and aggression.

Bullying

Bullying is not acceptable behaviour in our school and will not be tolerated. All the members of the school community, adults and children, have rights and responsibilities towards each other. The school rules give clear guidelines on how to treat others. The school's anti-bullying policy is available from the office and should be read in conjunction with this policy.

Parental Involvement

The school endeavours to make good relationships with parents and carers. The school takes a systemic approach and therefore see the parents/carers as essential partners in the task of education and managing behaviour and attempts to positively involve parents/carers in all aspects of their child's learning and behaviour. Parents sign a Home/School Agreement when their child starts the school.¹ There is the expectation that parents and carers will support the school in the behaviour management of their child. The school will inform parents where a child has received a red card and discuss the situation as appropriate and how we will work together to support the behaviour of the pupil. Staff do not issue red cards lightly, nor without following the agreed procedures and it is expected that parents recognise and support the decisions made by the school.

The cluster Parent Support Adviser (PSA) plays a key role in developing and supporting these positive links and enabling relationships.

DEALING WITH BEHAVIOURS THAT CHALLENGE

Limit Setting

Limit setting is the first intervention when rules or routines are breached. We use it for all low level misbehaviour e.g. distracting others, inappropriate language, non-compliance, work avoidance strategies etc.

Stage 1 – We remind the child by signal, facial expression or word that they have broken a boundary and re-direct them back to the task. We stop what we are doing, turn to the pupil and let them know what we want

Stage 2 - Answering back: We never respond to answering back, by doing so we potentially feed the escalation of an incident. We don't get involved in a discussion. We stay calm and insist firmly on the child getting back on task. When they do we thank them for getting back on task, stay a little while and move on.

Stage 3 – We give a warning and a simple choice. Allow take up time for child to internalise and respond to instruction.

Sanctions and Consequences

Sanctions and consequences can include:

- Change position of pupil in the classroom.
- Time Out of the classroom – this may sometimes be necessary to safeguard the learning of others but we use it sparingly recognising that Time Out is more effective when it is for short periods.
- Thinking Time. It takes place at break-time or dinnertime, sometimes with work not completed or appropriate to the misbehaviour. Working through a problem verbally or recording by drawing and or writing supports children in finding resolutions to their problem. A member of staff supports this.
- Where a pupil persistently refuses to do Thinking Time or to observe the rules the parent or carer will be contacted and reminded that further refusal will lead to possible exclusion.

We have found this system to be successful in modifying the behaviour of the very small number of pupils' behaviours it was designed to address. At Scole, we believe completely in using positive reward and encouragement to help children become the best members of the school community that they can be.

Loss of privileges - It is up to each teacher to establish privileges in the classroom e.g. chosen activities, free time, particular responsibilities, etc.

Good lunch-time behaviour can be rewarded with pupils choosing where they sit on a Friday, to be decided by the MSAs. Teachers and Buddy Group Leaders award petals for good manners, these are put into a hat at the end of term for a prize. BGLs also award end of term certificates for excellent behaviour.

We also use the following on some occasions:

1. Parent Consultation

Discussion with the parent/carer can result in agreements about sanctions the parent can impose if the school sanctions are not working

2. Making Restitution

Children are given the chances to make reparation e.g. cleaning marks off walls. This can sometimes mean apologising by note or card, making up for work not done in playtime, spending time with the victim of their insults or aggression.

3. Referral to Head or Senior Teacher

4. Exclusions (please see Norfolk County Policy on exclusions Appendix 1)

Staff will exercise reasonable flexibility and discretion when managing behaviour, depending upon the individual child's circumstances.

Management of Serious Disruptive Behaviour and Aggression (see Appendix 2)

Management of Behaviour during Covid Restrictions (see Appendix 3)

Reviewed by the IEB on 21st March 2022

Agreed by Governing Body

Next review date: March 2024

Appendix 1

Exclusions (Norfolk County Council guidelines)

Purpose

The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Staff will work closely with parents, carers and students to optimise the chances of every student succeeding. Exclusion, whether fixed-term or permanent will be used as a last resort.

Relationship to other policies

This policy relates closely to the policy on Behaviour Management and to the Equalities scheme.ⁱⁱ

The Headteacher will:

- be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. She is the only person who can make a decision to exclude a pupil
- ensure that the policy and all procedures are in line with current legal requirements
- ensure that all staff receive appropriate support, advice and training in managing pupil behaviour in order to minimise the risk of needing to exclude a pupil
- ensure that staff work closely with parents and relevant specialist agencies when managing challenging behaviour
- in the event of an exclusion, officially inform the pupil's parent of the period of the exclusion, or that the exclusion is permanent
- give the reasons for the exclusion
- advise the parent that he or she may make representations about the exclusion to the governing body
- advise the parent how and to whom his or her representations may be made
- advise the parent of the days on which he or she will be responsible for ensuring the pupil is not found in a public place
- if applicable, advise the parent of the latest date by which the governing body must meet to consider the circumstances of the exclusion of more than five days in one term either where the parent has requested a meeting or where the exclusion would result in the pupil missing a public examination
- in the case of a fixed-term exclusion, advise the parent of the date and time when the pupil should return to school
- advise the parent of any alternative educational provision, including location, dates of attendance and so on
- if appropriate, advise the parent of the date, time and details of the reintegration interview

- ensure that suitable full-time education is arranged for excluded pupils from the sixth school day of any fixed-period exclusion
- notify within a school day both the LA and the governing body of the details of the exclusion, including the reason for it in the case of:
 - permanent exclusions
 - fixed-period exclusions totalling more than five school days in any one term
 - any exclusion that would result in the loss of an opportunity to take a public examination
- arrange a reintegration interview with parents following the expiry of any fixed-period exclusion. The interview will be conducted by the headteacher or a senior member of staff and its purpose is to assist the pupil's reintegration and engage the parents in promoting the improvement of his or her behaviour.

The **Governing body** will:

- promote positive behaviour by celebrating the achievements of pupils and by participating in final warning meetings to encourage pupils to make full use of the opportunities the school offers them.
- review the Headteacher's exclusion decisions
- dismiss exclusions that do not relate to a disciplinary issue and consider complaints about other circumstances under the complaints procedure
- receive training to equip themselves to discharge their duties properly
- consider whether to establish a discipline committee. If so it will consist of at least three members). The Headteacher may not be a member
- ensure that all exclusions meetings are clerked.

In cases of:

- permanent exclusions
- all fixed-period exclusions totalling more than 15 school days in any one term
- fixed-period exclusions totalling more than five school days in any one term, where the parent expresses a wish to make representations to the governing body
- exclusions that would result in the loss of an opportunity to take a public examination

The Governing body (or discipline committee) will meet to:

- consider the circumstances in which the pupil was excluded
- consider any representations about the exclusion made by the parent and by the LA
- consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

The timescales and requirements about presentation of evidence as set out in the *Guide to Law for School Governors* will be followed at all times. Students will be consulted when rules are being developed and will contribute to the monitoring of impact.

Parents will be encouraged to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Parents and students will be aware that the school has an equal opportunities policy and will be consulted when monitoring the impact of the policy on different groups by race, gender and disability.

Where the Governing body has upheld a permanent exclusion, parents may appeal against its decision to the local authority. The decision of the local authority panel is binding on the parties. If the parent considers that there was maladministration by the appeal panel, he or she may make a complaint to the Local Government Ombudsman.

Where a reintegration meeting is arranged following a fixed term the parents' presence is crucial. A parent's failure to attend may be a factor taken into account by a court when considering whether to impose a parenting order, if one is applied for at some future time.

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy through receiving data analysed by year group, gender and ethnicity on the number and range of fixed-term and permanent exclusions each term together with the reasons. It will encourage debate about the relevance and effectiveness of the school's behaviour management strategies, including the involvement of pupils and parents in forming policy.

Appendix 2: Management of Serious Disruptive Behaviour and Aggression

Use of reasonable force – Education and Inspections Act 2006

93 Power of members of staff to use force

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

(3) The power conferred by subsection (1) may be exercised only where—

- (a) the member of the staff and the pupil are on the premises of the school in question, or
- (b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

(4) Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.

(5) The powers conferred by subsection (1) are in addition to any powers exercisable apart from this section and are not to be construed as restricting what may lawfully be done apart from this section.

(6) In this section, “offence” includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence

Everyone has a right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

Examples of physical intervention may include:

separating pupils who are fighting, blocking a pupil's path, holding, pushing & pulling, leading pupils by arm or hand, shepherding a pupil by placing a hand in the centre of the back, or a more restrictive hold in exceptional circumstances.

THERE SHOULD BE A WRITTEN REPORT TO RECORD ANY OCCASION WHEN FORCE HAS BEEN USED

All Staff must consider their own safety before trying to intervene. The Headteacher or the Senior Teacher should be sent for straight away.

Appendix 3 Behaviour Policy and COVID-19

During the COVID-19 epidemic 2020, the school has followed all relevant guidance from the DfE, Government and Norfolk County Council. There are many ongoing, temporary adjustments to the way that the school runs including; cleaning and disinfection regimes, timetabling, use of the school premises, staff training, communication with stakeholders, curriculum adjustments, budget implications etc. The school has a Risk Assessment from NCC to adhere to which is regularly updated. This may have a temporary impact upon this policy and its application within the school.
