



# **West Cornforth Primary School**

## **Behaviour Policy**

Adopted by Governing Body:

Date of review:

West Cornforth Primary School operates a positive approach towards behaviour management. Pupils are encouraged to reflect on their own actions, make decisions for themselves based on a positive attitude towards others.

### **Statutory Duty of the School**

The Head teacher and the Governing body are responsible for promoting good behaviour and discipline in the school. Head teachers must publicise this policy by making it known within the school and to parents.

### **Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected; each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school roles and responsibilities, but the primary aim of the behaviour policy is not a system of enforcement, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to take responsibility for their own actions and ultimately make progress in their own learning. This policy supports the school community in aiming to allow everyone to work and learn together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children in a firm but fair manner and apply this behaviour policy in a consistent way. We will endeavour to deal with all behaviour issues quickly and appropriately before the need for intervention strategies arises – a consistent approach to behaviour management will be used throughout school by all staff.

### **This is achieved by:**

- Having a clearly defined system that is understood by all staff and followed consistently
- Children being aware of the school behaviour policy, including rewards for good behaviour and sanctions for misbehaving
- Ensuring pupils feel they are important and valued as individuals and that they are appreciated
- Praising children for their achievements
- Teaching that is sensitive and makes appropriate provision in the classroom for children of all abilities so they can experience success
- Adults acting as role models encouraging positive behaviour, courtesy and respect
- Ensuring early parental involvement on all occasions.
- Maintaining a safe environment where all pupils can learn and reach their potential.

**It is essential that this policy is applied consistently throughout the school. The following table outlines the expectations of all members of the school community:**

Staff and Governors	Pupils	Parents
To lead by example  Leaders are highly visible and support all staff in managing pupil behaviour	To respect, support and care for each other both in the school and the wider community.	To be aware of and support the school's values and expectations – to support school decisions regarding behaviour, work with the school to improve behaviour.
To have high expectations of pupils and be consistent and fair in dealing with pupils	To listen to others and respect their opinions.	To take an active and supportive interest in your child's work and progress
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities.	To ensure that pupils come to school regularly, on time with the appropriate equipment.
To deal with any incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.	To be tolerant of others, irrespective of disability, race, gender, religion or belief, sexual orientation and age	Share our expectations at home with children, encouraging positive behaviour.
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with two emergency contact numbers.
To encourage regular communication between home and school encouraging parents to celebrate children's success or including them in pastoral work following misbehaviour	To take responsibility for their own actions and behaviour.	To keep pupils at home when they are ill and to provide the school with an explanation of the reasons for any absence.
To ensure smooth transition to the next phase of education, we work with receiving schools to discuss issues.	To complete all tasks given as part of their education.	Contact school when there are concerns over management of behaviour.

## **Behaviour Curriculum**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Line up quietly and sensibly
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **Classroom Management**

Class teachers are responsible for the management of behaviour in their class. It is primarily the role of the class teacher to ensure that their children behave appropriately in lessons and that learning is not disrupted.

Effective classroom management and good organisation from all staff within the classroom also ensures that pupil's behaviour is of a high standard and acceptable to all. It is expected of all staff that they: -

- Are well prepared
- Are punctual and ready to receive children at the start of each session
- Settle the class quickly to work
- Insist on full class co-operation
- Use the voice effectively
- Be alert to what is happening across the class
- Analyse what is happening in the class
- Have clear and well understood strategies for dealing with crises
- Allocate teacher time fairly, be mobile around the class
- Avoid drawing comparisons
- Keep up-to-date with marking with as much as possible marked with the children
- Make sure promises are kept - don't make promises that can't be kept or you have no intention to keep!
- Make good use of questions
- Ensure adequate opportunities for physical and practical activities
- Delegate routine classroom tasks to the children
- Organise the classroom effectively with effective circulation space
- Deal with children's problems
- Conclude the lesson successfully

Agreed classroom expectations should be displayed on a poster in a prominent position and referred to as necessary.

## **Positive Reinforcement**

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using rewards and positive recognition provides an opportunity for all staff to reinforce the school's culture and ethos. Rewards and positive reinforcements should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Our emphasis is on the reinforcement of good behaviour and positive behaviour management. We believe that praise has a motivational role helping children to see that good behaviour is valued. Praise is earned by the maintenance of good standards as well as by noteworthy achievements. Praise needs to be given as much for behaviour as it is for effort.

The school employs a variety of reward systems:

- Verbal Praise and positive reinforcement
- Use specific praise wherever possible and include the child's name.
- Non-verbal praise is equally as effective, i.e. a thumbs or a smile etc.
- Notice children doing the right thing (manners, good citizen, etc.)
- Notice and acknowledge genuine effort, also inform parents / carers of positive achievements.
- Stickers
- Dojo Points
- Praise Pad Sheets
- Sharing good work with the Head teacher or adult of their choice
- Other in class rewards - teachers present stickers for individual sticker charts, give class group points, individual rewards, whole class rewards or awards from class baskets
- Each week several pupils are given the opportunity to choose a gift from the headteacher's basket during achievement assembly
- Each week one pupil is awarded 'Pupil of the Week'
- Pupils of the week are mentioned in the school newsletter
- We operate a Class Dojo system ([www.classdojo.com](http://www.classdojo.com)) where children create an online avatar character and receive green dojos for positive behaviours. This can be viewed in class and parents can also track their child at home using an online login. Weekly reports are sent home to children who have achieved a high score of green dojos.
- If behaviour is exemplary for any reason parents are informed of such.

### **General Guidance**

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

### **Never:-**

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

## School Rules

Our School Rules and Consequences are written, agreed and designed to make clear to the children how they can achieve acceptable standards of behaviour. They are reviewed with classes each year and constantly referred to.

They are:

- Kept to a minimum;
- Positively stated, telling the children how to behave rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Common language is used across school. **"Give me your attention."**

### 2. Our Listening Code

When I am asked for my attention I:

Stop what I am doing

Empty hands

Look at the teacher

Keep quiet and still

Listen to instructions

### 3. Our Line up Code

When I am asked to line up I:

Walk to the end of the line

Leave a person space

Keep my hands and my feet to myself

Keep quiet and still

Listen to instructions

## Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so and reminded of what is expected or face sanctions for repeated lapses. Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on. If observed running with a total disregard for other people or displayed work then sanctions should be brought to play

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Dojo point'.

## Movement Around School - Suggested Procedures for Large Groups

Call the group together using the familiar phrase: 'Can I have your attention please?'

Give out any instructions and set expectations.

Use and enforce 'Our Line Up Code'.

Make sure all children are settled before setting off.

Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.

Encourage a child to hold the door for others to pass through (thank them for this).

Try to have no more than one class meeting at any one point at any one time.

Walk to the left-hand side of the corridor.

Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).

Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.

Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Playtime Supervision**

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers and teaching assistants should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers and teaching assistants that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are allowed back into school during playtimes under supervision.

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtime. Supply teachers should cover the duty of absent teachers but should never be without support. No hot drinks should be taken onto the playground.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. There should be at least one member of staff on the playground at all times.

Any behaviour incidents at playtime should be dealt with by the teachers/ teaching assistant on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of staff on duty if it is a normal 'bump or scrape'. More serious injuries need to be referred to a member of staff with First Aid Training.

Upon hearing the bell children should stop what they are doing and remain quiet. They then walk to designated class lines, joining at the back of the line. Good behaviour whilst entering school should be reinforced with praise.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

## Sanctions and support for poor behaviour

Although praise is central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of consequences are characterised by these features

- Consequences are given in a calm, professional manner
- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- There is a clear distinction between minor and major offences;
- It is the behaviour rather than the person that is referred to.
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour

All incidents should be recorded on a tracking sheet - these are stored in the staffroom and monitored by SLT.

Making poor choices with behaviour will result in:

- Reminder of how to behave – Friendly warning- This is an opportunity to acknowledge that the child is close to receiving a warning.
- Warning - Warnings will be explicit e.g. you have chosen a warning because.....
- Reflection table in class  
The language of choice should be used.

During time out children follow the set procedure.

You must not:

talk

disturb people

leave your seat

You must:

work in silence and complete your work

The length of time out should be 15 minutes for KS1 and 30 minutes for KS2 or this can be shortened or extended dependent upon the child's attitude.

Following the time out incident, the teacher will encourage the child to discuss the incident using a restorative approach.

Removal from class/situation – sent to a neighbouring class to work (for 1 hour, teachers must send 1 hour's work with the child)

Receiving staff will not reprimand further.

If the child continues to be disruptive a further consequence may be delivered, i.e. an intervention from the Leadership team

Following the time out period, a restorative conversation will take place

Loss of privileges – playtime, lunchtime, reflection sheet

Involvement Head/Deputy HT – parents will be informed and privileges may be lost

Letter home



Communication book to monitor behaviour

Internal exclusion

Exclusion – as a last resort

\*Time out (EYFS & during breaktimes only)

### **Leadership Team Intervention**

The child will not be sent to a member of the leadership team by him/herself.

Children brought to senior staff must have work provided for them.

It is the teacher's responsibility to inform parents of any consequence the child has received including the cause and possible concerns regarding behaviour.

If the child has been physically restrained parents will be informed by one of the senior Leadership Team.

Letter sent home to parents/carers. See appendix

## **EVERY DAY IS A FRESH START**

Consequences for children who consistently misbehave should be recorded on CPoms

Misbehaviour at breaktimes and lunchtimes should be counted in the consequences.

At lunchtimes and breaktimes, poor behaviour will initially be dealt with by the member of staff on duty and reported to the class teacher. If the incident is thought to be of a serious nature it will be reported to the Headteacher/Deputy Headteacher.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

## **Additional support**

West Cornforth Primary School works to consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. School leaders will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and school's guidance.

Under the Children and Families Act 2014, the duty of the governing body is to use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND.

School leaders will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

- School leaders will consider, in discussion with the SENCO, whether any reasonable adjustments need to be made to a sanction in response to any disability the pupil may have. In addition to this, we will seek to try and understand the underlying causes of behaviour and whether additional support is needed.
- These approaches are adapted and specific to the pupil's needs, they are included within our behaviour policy, but at times, our approach may be tailored to the individual. When a pupil is persistently behaving in a way which disrupts teaching and learning or causes distress to other pupils, other support strategies may be required:
- Within school, the SENCO may be called upon to assist the class teacher in setting acceptable standards of behaviour in the classroom, whilst ensuring appropriate special educational provision is made to support the pupil in relation to behaviour management, where appropriate. This may involve writing a behaviour support plan, or updating current provision outlined in their SEN Support Plan.
- Teachers may monitor behaviour using a behaviour chart. This approach highlights areas giving cause for concern. We may also use a home school communication book so that pupils can start to understand that home and school work together to solve problems.
- It may be necessary, in some cases, to request advice and support from external agencies. These agencies include, but are not limited to, the Emotional Wellbeing and Effective Learning Team, Crisis Response and the Educational Psychologist (SEND and Inclusion Service) and so use his/her expertise in dealing with pupils whose behaviour is causing concern. In some cases, it may be necessary to seek further advice from other external agencies. A referral will be made upon parental agreement, should this be required.
- The SENCO may liaise with staff, parents and external agencies to establish if a pupil's name needs to be added to the Special Educational Needs register.
- Other expert advice may come from EWO/Social Worker or Police.
- In the most extreme situation, where a pupil's behaviour is becoming physically aggressive, and where they are a danger to themselves and others, staff may employ the 'Team Teach' techniques in order to physically remove the pupil from danger. Decisions to restrain or remove pupils will only be done under guidance and direction of senior members of staff, and only fully trained members of staff will be involved. All incidents will be recorded and reported to parents.
- Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

## **Support systems for staff**

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. All staff have access to this policy in order that behaviour management is consistent throughout the school.

## **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

How to record behaviour incidents

How to hold a restorative conversation

How SEND and mental health needs impact behaviour

## **Exclusion / Suspension**

The headteacher will;

- Be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she is the only person who can decide 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 a suspension, officially inform the pupil's parent of the period of the suspension, or that the exclusion is permanent
- Give the reasons for suspension
- Advise the parent that he or she may make representations about the suspension 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
- In the case of a fixed-term suspension, advise the parent of the date and time when the pupil should return to school
- If applicable advise the parent of any alternative education 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 exclude pupils from the sixth school day of any fixed-period suspension
- Notify within a school day both the LA and the governing body of the details of the suspension, including the reason for it
- Arrange a reintegration interview with parents following the expiry of any fixed-term suspension. 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

School Governors play an active part in the positive ethos of the school in showing care and ensuring just and fair dealing in all circumstances.

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 suspensions that do not relate to a disciplinary issue and consider complaints about other circumstances under the complaint's 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 3 members. The Headteacher may not be a member.
- Ensure all exclusion meetings are clerked
- Meet to consider the circumstances in which the pupil was suspended, consider representations made by the parent, LA, consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated
- Delegate power to the Headteacher to use reasonable force when absolutely necessary
- Delegate power to the Headteacher to search pupils if it is felt necessary
- Decide when it will be necessary to work with other local agencies/parents to assess the needs of pupils who display continuous disruptive behaviour

### **Internal Exclusions and Playground Exclusions**

These are decided by the HT or in her absence a member of the SLT.

They are given for:

Serious incidents

Persistent disruption in class

In each case parents are contacted by telephone by SLT and this is confirmed by letter.

### **Procedure for Internal Exclusion**

IEs are held in the HT or DHT's office.

Children are brought to school, MAIN ENTRANCE, and collected by parents.

The child works in isolation on work similar to that being done by their class at the time. A TA is available to introduce the work and to help with any issues.

Lunch is provided in the same room and toilet breaks are taken as appropriate.

At some point during the IE the HT will discuss the incident with the child and record this on CPOMS.

### **Parents**

The school aims to establish collaborative links with parents and will try, whenever possible, to accommodate the personal needs of parents so consultation, discussion, advice etc is always available. Staff are happy to be approached about worries parents may have concerning their children.

An incident form is also completed on CPOMS by staff to track any incidents which are of a serious nature, or behaviours which reach removal from classroom. Repeated forms then trigger meetings with parents and other agency involvement.

If the behaviour of a child is causing the school some concern parents will be contacted and actively involved in finding a suitable approach to the individual child's behaviour.

A monitoring behaviour letter is sent out to parents when unacceptable behaviour becomes more frequent and all other strategies have been tried and there has been no improvement.

### **Powers of search**

If we believe a child has something in their possession which is not allowed at school, e.g. a mobile phone or sweets, we would ask the child to hand over the article/s for safe keeping to be returned at the end of the school day.

If a child refuses, normal procedures and sanctions for dealing with incidents would apply.

If we believe a child has something in their possession which poses a risk to themselves or others, e.g. a lighter or a knife, we would ask the child to hand over the article/s. This would then be followed up with contact with parents and, depending on the severity of the incident, an appropriate sanction would be applied. If the child refused to comply we would contact parents for support whilst keeping the child away from others. We would in all cases seek to de-escalate the situation. We would not seek to forcibly search a child.

### **The Use of Reasonable Force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act of 1996; The Use of Force to Control or Restrain Pupils. Members of staff have been trained in Team-Teach, a recognised positive approach to handling pupils with care and control.

The Team Teach approach promotes positive, proactive, non-punitive and safe non-violent methods of approaching crisis situations through the intervention of an appropriately calm, controlled, dignified and skilled intervention. It acknowledges that there will be times when there is no other alternative but to hold a child. The physical intervention strategies and techniques are not used to discipline or punish. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. The message behind the intervention should be "I care enough about you not to let you be out of control". Parents are informed when 'Team Teach' strategies have been engaged and a Major Incident Form is completed. (Ref: Team Teach policy)

There may be times when it is appropriate to use reasonable force, and staff should read and follow the guidance below, taken from the DFE Guidance 'Use of Reasonable Force' 2011:

#### Key Points

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

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

Senior school leaders should support their staff when they use this power. What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent 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;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

### **Informing parents when force has been used on their child**

School informs parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and should refer at all times to the Head or Deputy and also consider the following:

The pupil's behaviour and level of risk presented at the time of the incident

The degree of force used

The effect on the pupil or member of staff

The child's age

## **What happens if a pupil complains when force is used on them?**

- all complaints about the use of force should be thoroughly, speedily and appropriately investigated
- where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action
- when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably
- suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate
- if a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support
- governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher
- as employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident

## **What about other physical contact with pupils?**

### **Safe Touch**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary:

holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school

when comforting a distressed pupil

Safe holding is vital to help a child regulate stress more effectively. Safe holding would only be used to help a child contain their emotions and feelings.

### **Early Years Foundation Stage and Nursery**

The school operates a nursery for two and three-year-old children, registered with OFSTED, within their Foundation Stage Unit. The school behaviour management policy will be extended to encompass these children and adapted to their individual needs.

The adults working in the Foundation Stage Unit and Nursery will promote positive behaviour by:

- Giving lots of praise for good behaviour;
- Giving the children individual attention so they feel valued;
- Setting a good example, being good role models;
- Listening to what the children have to say;
- Rewarding good behaviour in an appropriate way such as praise, stickers, etc.
- Giving children certificates for good behaviour and informing parents.

It is important children understand the realistic expectations of the setting.

However, all children may display challenging behaviour for a given reason which has to be managed. All adults will use a range of strategies to diffuse, distract and discuss any form of adverse behaviour exhibited to ensure the child; others, property and individuals are not hurt. There may be times and when parents need to be informed of aspects of adverse displayed by a child.

The Headteacher will report to the governors on behaviour incidents as part of the Headteacher's report to the Governors. The policy will be evaluated annually.

***'If you want to change a child's behaviour, you must connect before you can correct!'***



# Appendices

1. Our School Rules
2. Rewards
3. Consequences / Sanctions
4. Our Listening Code
5. Our Lining Up Code
6. Time Out / Reflection Table
7. Toolbox to support de-escalation techniques
8. Behaviour Checklist
9. Dealing with appropriate & inappropriate behaviour (including restorative script)
10. Behaviour Tracking Sheet
11. Internal Exclusion Letter
12. Senior Leadership Intervention Letter



## **Our Rules**

- Be Respectful
- Follow instructions
- Keep hands and feet to yourself
- Move sensibly and calmly around school



## **Rewards**

Stickers

Dojo Points

Praise Pad Sheets

Pupil of the week

Dip in the headteacher's basket  
during achievement assembly

Sharing good work with the Head  
teacher or adult of their choice

Other in class rewards



## **Consequences**

Friendly warning (Reminder of how to behave)

Warning

Reflection table (Moved to a seat away from the group)

Removal from class/situation – sent to a neighbouring class to work

Loss of privileges

Involvement Head/Deputy HT – parents will be informed and privileges may be lost

Letter home

Communication book to monitor behaviour

Internal Exclusion

Exclusion

Time out (EYFS / KS1/KS2 playtimes)

# Our Listening Code



When I am asked for my attention I:

Stop what I am doing

Empty hands

Look at the teacher

Keep quiet and still

Listen to instructions



## **Our Line up Code**

When I am asked to line up I:

Walk to the end of the line

Leave a person space

Keep my hands and my feet to myself

Keep quiet and still

# Reflection Table

During time out

You must not:

talk

disturb people

leave your seat

You must:

work in silence

complete your work



## Charlie Taylor's Behaviour Checklist

<b>Tool box to support de-escalation techniques</b>	
Verbal advice	"If you want to help me, then you need to get on with your work...do you need any help?"
Fresh face	Move back out of immediate range and let other staff/pupils become the focus.
Reassurance	"I'll always try to be here if you need me." "Although that was wrong, we can help you put things right again."
Success reminder	"Remember that excellent number work you did for me this morning..."
Choices/limits/consequences	"If you make a bad choice here, you know that you will have to miss 3 minutes playtime."
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
Distraction	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, "When I was talking to your mam on the phone..." "Did you see East Enders last night?" "Would you like a drink of water?"
Space given	"I'm going to leave you alone for a little while."
Withdrawal from class / activity	"I would like you to go and finish that work over in the library area, please."
Contingent touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's Care Plan and signed by parent.
Reflective listening	"Focus on 'feeling' words.... o Note general content of message. o Observe body language. o Ask yourself, "If I were having that experience right now, what would I be feeling?" o Reflect meanings. "You feel....because..."
Humour	"Did you hear the one about...." Knock knock..
Planned Ignoring	If it isn't upsetting anyone else... Give a child 'quiet time' with no interaction other than reflection.
3 part assertive message	"When you are not listening I feel disappointed because I can't help you with your work."
Negotiation	"If you come back into class, I will see (name) for you at dinnertime and help you sort it out."
Withdrawal offered	"Why don't you go and finish that work in the library..."
Antiseptic Bounce	Message with 'AB' written at the top.
Emphasise concern for welfare	"Are you alright?... Show me that hurt finger...oooh that must hurt a lot... Did you have a nice tea last night?"
Show understanding	"I'd feel angry if that had happened to me..."



## Charlie Taylor's Behaviour Checklist for Teachers

### **Classroom**

Know the names and roles of any adults in class.  
Meet and greet pupils when they come into the classroom.  
Display rules in the class - and ensure that the pupils and staff know what they are.  
Have a system in place to follow through with all sanctions.  
Display the tariff of rewards in class.  
Have a system in place to follow through with all rewards.  
Have a visual timetable on the wall.  
Follow the school behaviour policy.

### **Pupils**

Know the names of children.  
Have a plan for children who are likely to misbehave.  
Ensure other adults in the class know the plan.  
Understand pupils' special needs.

### **Teaching**

Ensure that all resources are prepared in advance.  
Praise the behaviour you want to see more of.  
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).  
Prepare well matched resources.  
Stay calm.  
Have clear routines for transitions and for stopping the class.  
Teach children the class routines.

### **Parents**

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

# West Cornforth Primary Behaviour Tracking Sheet

Week Commencing –

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5

**To the teacher:** When a pupil receives a warning, write the pupil's name on this tracking sheet. If a pupil breaks additional rules during that school day, circle each consequence on the appropriate box. For example, if a pupil receives a warning and chooses not to follow the rules again during the day, you would record Warning 2 3 4 5

# Dealing with Appropriate and Inappropriate Behaviour

- Always be consistent and fair.
- Children will always behave more appropriately when they are interested and engaged. This is true for the classroom and the playground.
- Rewarding good behaviour and effort is the most effective aspect of any behaviour policy.
- Physical restraint should be a last resort. Please refer to the Positive Handling policy for procedures.
- Refer to the behaviour, not the child.
- Remain calm and assertive with parents/carers. Even an engaged parent can become disillusioned when they feel the blame is passed on to them.
- Tasks appropriate to a misdemeanour (after a calming down period) are beneficial in reinforcing the expected behaviour. E.g. tidying a classroom after throwing items around, jobs for a member of staff following rudeness etc.
- We are a restorative school and opportunities to resolve incidents through a restorative conversation should always be attempted. This could be during or following the incident depending on the emotional state of the children involved.

## **The following restorative script will be used.**

- **What happened?**
- **What were you thinking at the time?**
- **What do you think about it now?**
- **Who has been affected by what has happened- in what way?**
- **What do you think needs to happen to make things right?**
- **How could you make sure this doesn't happen again?**
- Movement, particularly vertical (e.g. skipping) is very good at engaging the brain and enabling children to concentrate. So is drinking water. So are logic and other challenging puzzles.
- Always present the negative consequence as their choice



**West Cornforth Primary School**  
**High Street**  
**West Cornforth**  
**Co. Durham**  
**DL17 9HP**

**Head Teacher:** Mrs Kathryn Costello M Ed NPQH

**Tel:** 01740 654315

**Email:** westcornforth@durhamlearning.net

### ***Internal Exclusion***

**Date:** .....

Dear Parent / Carer,

Unfortunately, through their behaviour today, your child has chosen to be placed in Internal Exclusion for ..... day/s. This will be extended if they misbehave during the exclusion.

The inappropriate behaviour he/she has shown includes:

.....  
.....  
.....  
.....  
.....

The Internal Exclusion takes place in my room between 9.10 am – 3.00 pm.  
Please make sure that your child is not on the school site before or after these times.  
Please use the main entrance to drop off and collect your child.  
Your child will work supervised, quietly all day, away from his/her friends and take their dinner with an adult.

If you would like to discuss your child's behaviour with me, please contact the office to make an appointment.

Yours faithfully,  
*Mrs Costello*  
(Headteacher)



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### ***Leadership Team Intervention***

**Date:** .....

Dear Parent / Carer,

In order to maintain the very high standards of behaviour the children, parents and staff expect in our school, all staff follow our whole school behaviour policy.

Unfortunately, today your child was given friendly warnings, given 'Time Out A' and 'Time out B' and was then sent to a member of the leadership team.

The inappropriate behaviour they have shown includes

.....  
.....  
.....  
.....  
.....

I know you would want to know if this happens again and if it does, I will invite you into school to discuss this further.

Yours faithfully,

*Mrs Costello*

(Headteacher)