



BEHAVIOUR POLICY

1. STATEMENT

At Reedley, we seek to promote a happy, caring and secure learning environment through high standards of behaviour. Every child has the right to learn and every teacher has the right to teach in a secure and positive environment. All staff are responsible for implementing positive behaviour management throughout the school. This applies to all adults, teaching and non-teaching, who work with or come into contact with the children on the school grounds. The power of school staff to discipline pupils of the school also extend to outside of the school premises, within a zone of around 5 metres of the school and within sight of school staff. It also extended to managing behaviour when outside the school on an organised trip or event. The policy applies to the usual school day including extra –curricular activities eg breakfast club, after school clubs.

If a child displays unacceptable behaviour, it is the duty of the school staff to support that child, to help them learn how to behave in an acceptable way. A sanction may occur if appropriate, but there must also be some education and support for future behaviour.

2. INTRODUCTION

The purpose of the behaviour policy is to enable everyone – parents, pupils, staff, governors and other members of the school community to share responsibility for creating an atmosphere, which enables children to manage and self-regulate their own behaviour.

3. SCHOOL RULES

General School Rules have been adopted through consultation with staff and are discussed and displayed in classrooms around school. These form the basis for classroom rules, which are negotiated and agreed by the children at the start of each year. Acceptance and ownership of these rules (by both teachers and children) in addition to consistent and fair applications of them are crucial to the success of this policy.

The principles for our school rules are:

- Is it safe?
- Is it kind?
- Is it my best?

4. CLASS RULES

Class rules and responsibilities are agreed at the start of the school year and displayed prominently in class. These are revisited regularly (at least once each half term). Support is valued and expected from everyone in the school community, to promote the qualities of tolerance, politeness, good manners and respect for others and their property. Good behaviour is rewarded. Inappropriate behaviour is addressed and children are supported and encouraged to improve their behaviour. Children are encouraged to complete all tasks set for them at all times, although if this is not occurring, staff need to question whether the work is pitched appropriately.

Reinforcement of roles and responsibilities within the classroom:

- Children are given jobs to do, to encourage responsibility. These can be reviewed and swapped throughout the year.
- Children are encouraged to respect each other and support the positive approach to discipline.

5. STAFF INTERACTION WITH PUPILS

Staff do not humiliate or intimidate the pupils, or put them down using rudeness or sarcasm.

- Staff are assertive and positive in giving instructions to children – children must understand what staff mean and that staff will stick to things that they say.
- Staff make it clear to the children the standard of behaviour they expect.
- Staff make it clear how good behaviour will be rewarded and the consequences for not following the school rules
- Staff are consistent in dealing with children’s behaviour, although staff members also take into account children’s needs and reasons for the poor behaviour.
- Classroom regimes must be based on agreed principles.
- Staff do not punish the whole class when only a group or an individual have misbehaved.
- When dealing with children, staff give them a fair hearing and allow them to say what happened and how they felt.
- Staff never argue with disruptive pupils, but state clearly, and as often as necessary, their expectations of them.
- Staff always give the children a good example to follow.
- Staff may give children ‘choices’. Such as “You can return to your place and do your work or you can miss a playtime – which do you choose?”. Or “Come with me, you can hold my hand or walk beside me, which one do you choose?”
- Teachers form good relationships with parents/carers to ensure that everyone works together in the child’s best interests.

If a teacher finds that it is necessary to raise their voice with a class for a large amount of the time, they could ask themselves the following questions and take appropriate measures if necessary:

- *Is the work set at the correct level?*
- *Are the children disruptive because the expectations are too high or too low?*
- *Has the work expected of the children been properly explained?*
- *Is the lesson content stimulating and challenging for the children?*
- *Does the child need support to access the work provided?*
- *Do any of the children need to be on the SEN register with an IEP with specific targets to support their behaviour?*

6. DE-ESCALATION

De-escalation techniques should be used by staff members whenever a child is failing to meet the required level of behaviour and to prevent further incidents. Support and encouragement should be used as well as praise for meeting the correct standard.

7. STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

Staff take steps to minimise the chances of incidents occurring, such as providing a quiet place for a child to work in the classroom, or pre-empting issues.

Staff take into account the circumstances for the behaviour and work to educate the children, to prevent future incidents occurring in the future.

Sanctions may be given but may differ according to the circumstances as we appreciate that a ‘one size fits all’ approach does not apply to children.

Class teachers keep a record of poor behaviour and action they have taken to support the child, including meetings with the parents/carers, implementing behaviour plan and referrals to SLT for support.

All behaviour incidents that are deemed to be a ‘serious’ are recorded on a ‘Behaviour Recording Sheet’ – available in the school handbook under ‘behaviour’. This needs to be completed within **48 hours** of the incident.

Class teachers are responsible for the health, safety and welfare of all pupils in their class and so children must not be 'sent out' of class for poor behaviour. If children are required to go to another classroom as a result of 'severe clause', or if they need to meet with SLT, the teacher arranges appropriate supervision for the child to reach the destination and must ensure the adult is aware that the child is coming to them.

Staff do not send children out of their classroom to another class, as this causes disruption for the receiving class, unless it is decided by SLT to do so. This decision has been taken to minimise disruption in classes across the school.

The behaviour of the class of children is the responsibility of the class teacher. Behaviour management also contributes towards the judgements made in relation to teaching and learning.

The following criteria are used in relation to behaviour when making judgements about teaching and learning.

Outstanding	Good relationships and high expectations help promote the excellent attitudes and behaviour shown by students, who are very supportive of each other. Clear routines and frequent use of praise/reward add to the positive ethos.
Good	Student's positive attitudes and behaviour are good overall, as our relationships. Clear routines are followed and students respond quickly to staff expectations. Praise and rewards are used positively.
Requires Improvement	Attitudes and behaviour are mostly satisfactory and there is little disruption. Routines are mostly followed and students can be brought back on task. Praise is used to encourage students.
Inadequate	Poor attitudes and behaviour are shown by some students and this may disrupt others' learning. Routines are not in place, or not reinforced, and some incidents are not dealt with effectively. There is little praise and no encouragement.

8. EXTRA SUPPORT

If the members of staff are unable to de-escalate the behaviour and a child is likely to cause significant harm to themselves or to others or significant damage to property, then further support needs to be sought.

These are the procedures to follow to find an appropriate member of staff to support the teacher.

-Ring for headteacher. If the headteacher is available, she will come and take the child for a chat.

-Ring Mrs Iqbal on 200 to ask if any SLT are available. Say it is a 'Severe Clause Incident' and urgent support is needed or ring 201 for Mrs Walton.

9. EXCLUSION

If a child has broken the school rules by way of a 'severe incident', the headteacher (or Deputy Headteacher in the absence of the Headteacher) may consider whether the child is to be considered for an exclusion. The child's intent and the severity of the incident and injuries caused, will be factors to be considered.

An internal exclusion will require the child to spend some time in another class and to have no contact with their class for the period of the internal exclusion. Parents will be informed of the internal exclusion.

An external exclusion will require the child's parent to keep the child away from school for a designated period of time, and to complete work at home. The parent will be provided with a leaflet explaining the exclusion process and a letter from the headteacher explaining the reasons for the exclusion.

On return to school the child and parents will meet with the headteacher/deputy to discuss the behaviour and to reassure that the behaviour will not be repeated. They must also produce the work they have completed during the excluded period.

If a child is excluded for 6 days or more in one period of exclusion, the school must find an alternative place for them to be educated.

If a severe incident has occurred, staff members must report this to the headteacher or deputy, who will consider whether an exclusion is necessary.

10. BULLYING

Bullying is defined as 'intentional repetitive negative behaviour, involving an imbalance of power, real or perceived'.

If any incidents of bullying occur, they must be reported to the Headteacher immediately.

A record is made of the initial concern and the pupil responsible will have their behaviour tracked for at least 5 school days to monitor incidents. A pupil alleging bullying will have a tracking sheet to monitor incidents over at least 5 school days. Teachers are responsible for assisting pupils to fill in tracking sheets and ensuring that all incidents are accurately recorded. The sheets will be returned to the Headteacher who will liaise with pupils and parents as necessary.

If bullying occurs when pupils are going to and from school we do not ignore it. In these cases the Headteacher is informed as soon as possible who will contact the parents of all the pupils involved.

11. USE OF SANCTIONS

Sanctions are listed in the Appendices of this policy.

It is important not to reach the ultimate sanction too soon so that the school is forced into a position of taking extreme measures through lack of alternatives. Likewise it is important that all staff avoid threats and statements, which leave themselves, or Senior Staff little room for manoeuvre. Any sanctions employed should be appropriate and fair and employed in a graded manner wherever possible, according to prevailing circumstances and the needs of the child.

Any behaviour which is deemed to be of a serious nature requires immediate action by a member of staff at the appropriate level. If behaviour is not addressed, then the member of staff is condoning the behaviour and it is likely to occur again.

Sanctions may include a loss of privileges such as a playtime or lunchtime.

This can be enforced by a member of school staff, paid or voluntary and must relate to behaviour which occurs on the school premises or on an organised school trip or has been witnessed by member of school staff. Any sanctions given will be reasonable and proportionate and will not breach any legislation eg in respect of disability, race or equality.

Corporal punishment or after school detentions are never used at Reedley School.

Where a sanction may cause a child harm or distress, school staff will review the sanction in light of safeguarding and will also consider whether the behaviour is as a result of any unmet needs and whether a multi-agency meeting is required.

When a sanction is given, staff ensure that children's basic needs are met such as having lunch and going to the toilet.

If a pupil is disruptive, they could be located in a room away from the other children for a limited period. Only in exceptional circumstances would a child be prevented from leaving this room of their free will. The child's health and safety will be considered at all times.

12. USE OF POSITIVE REWARDS

There are various rewards in place to reward children for following school rules for their work and behaviour – see the appendix for details.

Teachers may also introduce class rewards with specific treats, as long as they do not take up a disproportionate amount of curriculum time and as long as they have a positive effect on behaviour.

13. REFERRALS FOR BEHAVIOUR SUPPORT

If teachers feel that, having followed the procedures, met with parents and established behaviour targets, that the behaviour is not improving then the chronology of actions along with behaviour record sheets, need to be presented to the headteacher. Further support within school and a referral to other agencies will be considered. The teacher will be required to discuss this with the SENCO as the child will need receive SEN support. A number of avenues for support are available for children who require additional support with their behaviour management. These could include: working with the Learning Mentor, having a behaviour record book or a referral to an external agency. These referrals will be made by SLT.

14. COMMUNICATION WITH PARENTS

If a class teacher becomes dissatisfied with a child's general or specific behaviour, parents will be called in at the class teacher's request to discuss the issues and agree methods to help the child behave appropriately. It reinforces the relationship with parents if staff also contact parents when positive behaviour is seen.

15. SPECIAL EDUCATIONAL NEEDS

The SENCO and class teacher will decide the point at which to engage with the parents and the child to write an Individual Education Plan (IEP) to support the child's behaviour by including him or her on the SEN register.

16. HANDLING OF CHILDREN

See Policy on Care and Control of Pupils for full details.

All teachers and teaching assistants are authorised to use reasonable force to prevent a pupil from endangering him/herself or others or causing significant damage to property. The child needs to be warned verbally about what is going to happen prior to the reasonable force being implemented. Staff members need to remain calm and in control and good practice would be to only perform an action with the backup of another staff member present.

Physical intervention must use the **minimum degree of force necessary for the shortest period of time to prevent harm.**

Physical intervention may involve staff :

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Escorting a pupil
- Shepherding a pupil away
- Removing other pupils from the area / classroom

They warn the child first and then record the incident on an official form and pass to the headteacher within 24 hours. (Forms are available from the Headteacher). They also inform the child's parents that restraint has been necessary. A first aid check is carried out on the child following the intervention, to check if there are any injuries or visible marks. If so, these must be recorded on the form.

17. SEARCHING/SCREENING PUPILS

If school staff suspect that a pupil from Reedley School may have a weapon in school, an item which could be used as a weapon or another illegal item, such as: knives, weapons, alcohol, illegal drugs, stolen

items, tobacco, cigarette papers, fireworks, pornographic items, any item that has been or is likely to be used to cause personal injury, commit an offense, or damage to property or any item banned by school rules, then they may choose to conduct a search in the following manner.

SLT will be informed prior to action taking place and following the search.

Parents will be informed and asked to come into school if any weapons are found.

- At least 2 members of staff will conduct the search
- The pupil will be informed of the search
- The pupil will be asked if they have such an item in their possession and asked to produce it by placing it on a table
- The pupil will be asked to empty out all their pockets of clothes they are wearing onto a table and to show that their pockets are empty
- School staff may search the pupil's tray, bag and pockets of any item of clothing that the child is not wearing
- Staff will not 'frisk' children or place their hands in any pockets of clothes the children are wearing.
- Force will not be used to search for any items

If a child refuses to comply with any of the above procedures, then the parent will be contacted and asked to come into the school immediately. If the parent is not available, then the child will be kept in isolation until contact is made.

Weapons, knives, extreme pornography, child pornography will always be handed over to the police. School staff will decide when other items are to be returned, and whether an adult would need to collect the items.

18. RACIST INCIDENTS

Any racist incidents are reported to the Headteacher who closely monitors these and reports any findings accordingly. Children who have used racist language must have a discussion with a member of staff, addressing that it the behaviour is inappropriate.

19. SUPERVISION

Teachers collect their class promptly after playtimes and lunchtime.

As children move around the school, classteachers ensure that the children are appropriately supervised. Teachers walk the children to the playground, walk them to the dinner hall, to PE and to the door at the end of the day. The line of children is controlled to ensure that the teacher can see as many pupils as possible.

The teacher ensures that the children are positioned appropriately to minimise distractions throughout assembly times. Teachers may have a 'lining up order' for the pupils, or ensure each time that children who could cause distractions are separated from each other.

20. PLAYTIME

PLAYGROUND RULES

- We do not hurt anyone
- We line up sensibly, giving everyone enough space in the line
- We use and carry equipment sensibly
- We help other children
- We look after equipment

All children have access to playground equipment at playtime.

Staff on duty supervise the children and engage them in games, as appropriate.

21. LUNCHTIME

The provision of equipment for outdoor and indoor playtimes ensures that children are occupied as much as possible at these times and are therefore less likely to cause problems with inappropriate behaviour.

Teachers retain responsibility of children until transfer over to staff in the hall takes place. All staff have a responsibility to respond to any incidents, which they may see. In order to begin lunchtime in an orderly manner, teachers are expected to maintain a high profile at the beginning of lunchtime and to deliver their children to the hall in a calm and orderly manner.

Staff supervising outside are responsible for providing games and activities in the agreed areas, ensuring they are in the right place at the right time to provide appropriate supervision.

A child causing significant concern or a child exhibiting improved behaviour needs to be reported to the Headteacher or Deputy Headteacher so that appropriate action can be taken.

Misbehaviour on the playground:

- The child will be **'asked'** politely to stop their poor behaviour
- If the poor behaviour continues the child will need to walk beside the adult on duty for 5 minutes
- If the poor behaviour continues, staff will bring the child in question to a senior member of staff.

If a child is believed to have a

22. ALLEGATIONS MADE ABOUT STAFF

If an allegation is made regarding staff conduct towards a pupil, it will be investigated by the Headteacher, or Chair of Governors, if the allegation is about the Headteacher.

The matter will be dealt with in confidence and any children or staff who were witnesses will be asked to make a statement. The issue will be referred to the LADO (Lancashire Designated Officer for Safeguarding).

The staff member who has had the allegation against them will be provided with pastoral support, as will any other members of staff and pupils who are affected by the incident.

23 INCIDENTS OFF SCHOOL PREMISES

This policy applies to all adults, teaching and non-teaching, who work with or come into contact with the children on the school grounds. The power of school staff to discipline pupils of the school also extend to outside of the school premises, within sight of school staff. It also extended to managing behaviour when outside the school on an organised trip or event.

School staff may discipline children for incident which occur when they are travelling to and from school, when wearing school uniform or in any other way being identifiable as a pupils from Reedley School, where there are repercussions for the orderly running of the school, where a threat is posed to another pupils or member of the public or when the reputation of the school is adversely affected and when this behaviour is witnessed by a member of school staff.

Where the above circumstances occur but have not been witnessed by a member of the school staff, the information will be passed on to the pupils' parents.

The discipline will only be administered on school premises or where a staff member has lawful control over the child eg school trip or organised event.

24) SEXTING INCIDENTS

Sexting includes: persons under 18 creates a sexual image of themselves and shares it with another person

A person under 18 is in possession of sexual imagery created by another person.

This does not include under 18s having adult pornography, under 18s sharing texts without sexual imagery or adults sharing imagery of under 18s. (This is sexual abuse and will be reported to the police.)

If incidents of sexting are reported to schools staff, they pass the concern to the DSL without delay. They do not view the image or make a copy of the image.

The DSL will report the incident to the parents and decide whether to pass this to the police and or social care.

Support will be provided for the children involved.

24)

Dining Room rules:

- We carry our trays with both hands and we look where we are going
- We do not hurt anyone
- We sit on our benches sensibly
- When we are told to line up, we walk smartly and sensibly
- We use good table manners:
 - we hold our knife and fork properly
 - we eat with our mouths closed
 - we don't touch other peoples' food
 - we eat our lunch
 - we take our litter home or clean our tray

- We talk to the people close to us
- We put our hand up if we need help
- We help other children

This policy will be reviewed at least every two years.

Policy author: Sarah Bell Date: 20.2.17

Governor Ratification:

Date:2/3/17

To be reviewed April 2019

Appendix 1

Behaviour procedures - sanctions

Staff Action	Behaviour	Consequence	Recorded
Verbal warnings De-escalation techniques used	Talking in class, annoying someone, being off task, interrupting teaching and learning time	Timeout can be <i>offered</i> to give the child the opportunity to <i>prevent</i> further sanctions being needed, or a child can be asked to <i>go</i> to the timeout table as a result of poor behaviour.	
Child to miss part of or all of a playtime or lunchtime play. De-escalation techniques used	Continuation of above behaviours or ignoring a direct instruction using unkind names Low level physical behaviour Being rude to an adult	Teachers give and arrange an appropriate punishment where the child misses some playtime and carries out work provided. The staff members ensure that appropriate supervision is provided for the child under this circumstance.	Staff keep a record of incidents reported to them,
Serious Incident Teacher must arrange to meet with parents to discuss the behaviour in person or on phone.	Continuation of above or High level physical behaviour or serious incident Racist or homophobic behaviour	SLT to talk to child. Where possible this will happen within half a day. Teachers judge if this is best done immediately, where possible, or whether the child is able to 'earn themselves back down' and may not need a talk. The classteacher may arrange for a removal of a privilege within the class.	Teacher to complete a Behaviour Record Sheet This gets passed to HT or DHT within 24 hours. Form to be retained by SLT
Severe Incident Must be reported to SLT immediately. Exclusion or an internal exclusion may be considered by SLT. Parent must be contacted.	Causing significant intentional harm to a member of staff or another child.	Time out of class (internal exclusion) is arranged either with SLT or available member(s) of staff for one school day. No participation in school trips if within 2 days school days. Child to miss playtime and lunchtimes. Two incidents within one week may result in a temporary ban from after school clubs	Teacher or SLT to verbally inform parent Teacher to complete a Behaviour Record Sheet This gets passed to HT or DHT ASAP

Serious offences are recorded on a behaviour form and passed to SLT.

SLT will decide whether incident is serious or severe.

Children who commit a serious incident will have a sanction decided in collaboration with SLT and classteacher.

Children who commit a severe incident will have a sanctions determined by SLT.

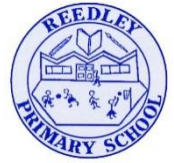
Appendix 2 - Behaviour procedures - rewards

Action	for	Child will get	Celebrated in	When?	How many?
Special mentions	Effort in work, or positive attitude or improvement in conduct	Certificate to take home	Assembly	Friday	One child a week
Team points All chn are put into either red, blue, yellow or green team. Teams revised annually.	Meeting LO or achieving a target, or showing improved effort towards meeting a target	Child puts a single line through the team point and approaches teacher for a laminated team point card. This gets put into the post box in the hall at the next opportunity. Winning team each term will get a team prize.	Assembly	Every Friday Half termly prize	Limit of around 50 team points given per class each week
Stickers	For good conduct/good work	Sticker in book/on jumper or both	Class	As appropriate	As appropriate

Appendix 3

Possible Strategies for de-escalating/minimising Challenging Behaviour

1.	Behaviour Management Plan established / re-visited
2.	Increased frequency of personal tutorials with classteacher
3.	Individual monitoring sheet employed (fab book)
4.	Special seating arrangements classroom/dining room
5.	Post school telephone call home to give feedback
6.	Pre school telephone call home, to ascertain mood
7.	Timeout table used in class
8.	Alternative/adapted tasks given
9.	TA support in class
10.	Planned withdrawal
11.	Rewards negotiated for completion of tasks
12.	Adjusted timetable
13.	Specific time with external professional
14.	Specific TA support in particular lessons
16.	Additional external professional support in class



Reedley Primary School
INCIDENT RECORD SHEET

Name: _____ Class: _____

Date: _____ Completed by: _____

Where/When?

Before School		In Class	
Morning Playtime		Around School	
Lunchtime		After School	
Afternoon Playtime		Other (specify)	

Type of Behaviour

Repeated calling out		Lying	
Disruptive Behaviour		Rudeness	
Fighting		Name calling	
Violent Behaviour		Refusing to follow staff instruction	
Swearing		Other - specify	

Comment

Action

Cooling off period		Referred to SLT	
Parents informed verbally		Managed move/internal exclusion	
Letter sent to Parents		Fixed term exclusion	
Other - specify			

SERIOUS INCIDENT

HOMOPHOBIC
INCIDENT

RACIST INCIDENT

A copy of this form needs to be given to SLT and a copy retained by Classteacher in a secure file.