

Holymead Primary School

Behaviour Policy October 2017

Rationale

Everyone at Holymead Primary School has the right to feel welcome, safe and secure. Our school is committed to actively working to prevent all incidents of inappropriate behaviour and ensure that all members of the school community achieve their full potential. Children should become aware of their rights and learn how to respect the rights of others and their environment, leading to a culture of supportive and independent learning. This will link directly to UNICEF and the Rights Respecting Schools agenda (Article 1 and 2).

Purposes/aims

- To promote an atmosphere in which effective learning may take place
- To create a friendly, caring and secure environment in which our children may develop a sense of pride in themselves, their achievements and their school
- To ensure the promotion of equality of opportunity for all pupils
- To develop in our pupils a responsible attitude to themselves, other people and their property
- To ensure the safety of all members of the school
- To promote respect for all members of the wider community

Guidelines

- All staff need to be involved in ensuring that our children develop positive attitudes and modes of behaviour
- All staff must realise their position as a role model for appropriate behaviour
- All children need to be involved in making and maintaining the rules. They have a right to say what they think should happen...and to have their opinions taken into account. (Article 12)
- All rules should be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances
- Expectations should be phrased positively e.g. "walk slowly" rather than "don't run"
- Staff need to use a quiet and calm manner
- Sanctions for inappropriate behaviour should be clear and applied consistently
- Rewards/Sanctions for work expectations should also be clear
- Sanctions should be appropriate, fair and relevant and take into account individual circumstances (Article 39).
- Discipline should respect children's dignity (Article 28). Therefore, sanctions should not humiliate but allow the child to learn from their mistakes
- Children should be given time to reflect and discuss their behaviour

Class Charters

As part of the Rights Respecting School agenda, pupils should be involved in the rule making process and create classroom charters to develop behaviour management (Article 12). The rules need to cover the things such as:

- Listening to adults and each other
- Treating adults and each other with respect
- Respecting the right of others
- Being kind and tolerant
- Trying to do our best
- Helping others to learn
- Working appropriately -quietly and sensibly/independently or collaboratively
- Playing appropriately e.g. sharing, not hurting others
- Keeping hands and feet to ourselves
- Looking after the school environment and respecting property
- Upholding the rules agreed
- Rewards and sanctions in response to their behaviour

These can be linked to Article 31; all children have a right to relax and play, and to join in a wide range of activities and also Article 14; the right to think and believe what they want...so long as they are not stopping other people from enjoying their rights.

Emergency Cards

An emergency card should be situated in every class room in order for help to be summoned quickly in the event of an emergency e.g. child out of control or a collapsed member of staff.

Rewards

Holymead Primary School recognises that 'young people should be encouraged to reach the highest level of education they are capable of' (Article 28). Therefore, pupils should receive appropriate recognition for good work or behaviour. Rewarding positive/appropriate behaviour is usually far more effective than punishing poor behaviour. Rewards and praise are more effective when they are specific as they help the child to focus on how to do things better. The following rewards are used:

- Verbal or written praise
- School stickers, smiley faces
- Individual certificates for work, attitudes, behaviour and attendance-receiving praise in assembly
- Sent to the head teacher for doing something particularly well
- Parents spoken to/phone call home

KS1

Children's good work and behaviour is recorded in the Praise Book and the children receive recognition in assembly and a sticker to show parents. Children's names are displayed on the achievement wall in the entrance hall.

KS2

Positive behaviour can lead to pupils being chosen as 'star of the week'. Golden time can be earned at the end of each term. Individuals may lose time for poor behaviour.

Sanctions

The sanctions' structure has been discussed and accepted by the whole school. We expect pupils to realise that appropriate/positive behaviour is rewarded and unacceptable behaviour results in sanctions. We aim to help children understand that they have rights and that they cannot take away the rights of others.

The nature and severity of a pupil's breach of our Class Charters will determine at which level the child is reprimanded in the following guidelines for Sanctions.

Sanctions for class time

Step 1. The child is reminded of the Code of Conduct/class charter/school rules and is reprimanded by the member of staff who witnessed the incident. This member of staff should inform the child's class teacher who may reinforce disapproval of the inappropriate behaviour.

Step 2. If the child misbehaves again they can be moved to work by themselves and warned that they will be removed from the class if they misbehave again. Foundation Stage, have a designated place to allow the child to consider their behaviour/actions for a few minutes.

Step 3. A further infringement should result in the child being sent to a class in a different year group with a message e.g. please have this child for 10 minutes.

Step 4. Serious breaches of rules will be recorded in the head's Behaviour Book and parents informed of persistent inappropriate behaviour.

Sanctions for play and lunch time (Article 31)

Step 1. Is the same as Step 1 above.

Step 2. If the child misbehaves, he/she is sent to the head teacher/senior management and will lose his/her playtime. Children are reminded of their playtime charters.

Step 3. If the child repeatedly misbehaves the child's name is recorded in the head's Behaviour Book. If a child's name repeatedly appears in the Behaviour Book then parents are contacted.

Step 4. Severe breach of the Code of Conduct may result in lunch time exclusions. These can be informal in the first instance arranged with parents but will follow the formal Bristol Exclusion Procedure if behaviour continues to be unacceptable or is particularly severe.

Exclusions

When a child verbally/physically abuses an adult/child (Article 19) or is involved in a serious incident the head teacher will follow the Local Authority guidance for exclusions. Parents will be informed (Article 18; both parents share responsibility for bringing up their children). If a child is at risk of exclusion a PSP will be put in place to promote positive behaviour. Professional advice will be sought as necessary.

Under guidelines from the DFE the head teacher and staff are able to:

- Screen and search pupils for banned items including mobile phones (see mobile phone policy)
- Has the power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Provide pastoral care for school staff accused of misconduct
- The head teacher will decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

Restraint

Holymead Primary School has adopted the local authority 'Policy and Procedures for Dealing with Unacceptable Behaviour and Positive Handling'. Under legislation staff may use 'reasonable force' to restrain children or adults who are causing or likely to cause harm to themselves or others. Adults in school are expected to be trained in appropriate ways to handle and restrain children and defend themselves against aggressive adults. The following guidelines are a brief summary of the local authority guidelines on touch and restraint:

- Physical intervention should be to avert an immediate danger of injury to any person or immediate danger to the property of any person and only used as a last resort
- No more force should be used than is reasonably necessary in the circumstances
- Physical restraint should only be used when all other alternatives have failed
- The head teacher or senior teacher should be summoned as soon as possible
- The level and duration of restraint should be as little as necessary to restore safety in the situation.
- There must be no pressure to the throat or chest. Handling must not restrict breathing
- Weight must not be applied to the spine, across the chest or in the abdominal area
- There must be no touching in the chest, buttocks or genital areas
- Verbal reassurance should be continually offered to lower the person's anger or distress

- Children should not be restrained on the ground but rather between two adults on chairs as demonstrated in training
- If a child is in a heightened state of distress they will be given time to calm down before any discussions take place.

Any incident of restraint should be reported to the head teacher and a record made. The record should include:

- Details of when and where the incident took place
- Circumstances/factors which led to the incident
- The duration and nature of physical restraint
- The names of anyone involved including witnesses
- A description of any injury sustained by pupils or adults and any medical attention needed
- A description of any action taken after the incident

Touch

It may be appropriate to touch or hold a child at certain times. It would be deemed appropriate to touch pupils in the following circumstances:

- Giving a hug or cuddle if a child is in distress or unwell
- When a child needs help dressing e.g. for PE
- Changing a child when they've had an accident (under the supervision of staff)
- Guiding a child to a space
- When a child's attention needs to be directed
- When first aid needs to be given

It would be deemed unacceptable to touch a child

- In genital or private areas
- If they don't want physical contact
- If there have been previous issues with physical contact
- If cultural background prohibits it

Children need to be informed that there are acceptable and unacceptable ways to touch adults or other children, including not hitting, kicking or touching in private areas.

In the event of restraint or inappropriate touch, the head teacher/chair of governors will determine whether there should be further action. The head teacher should inform parents/carers and the chair of governors where necessary, and the subsequent outcome recorded. Child Protection Procedures should be followed.

Monitoring and Evaluating the Policy

Comparing the monitoring to the purposes and guidelines ensures the effectiveness of the policy. Ways of monitoring the policy are set out here:

- Seek pupils' views e.g. through circle time, assembly, pupil meetings
- Report pupils' and adults' views at staff meetings
- Monitor children's behaviour and work and give age appropriate feedback-verbal and written where necessary

- Monitoring the Praise Book and Behaviour Books to ensure fair and equitable treatment and to follow up any patterns of behaviour etc
- Training to use appropriate methods of restraint and touch needs to be continuously updated and practised

Reviewed: October 2015

Next review: October 2017



Rights Respecting Schools Article 28:

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.