



***ROUNDWOOD PRIMARY
SCHOOL***

Behaviour Policy

(including physical restraint)

Updated September 2018

To be reviewed annually

Rationale

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education.

At Roundwood Primary School every child is important. We strive to develop all aspects of each child's potential through creating a happy, enriching learning environment, where children are respected as individuals and achievements are celebrated.

The above statement underpins the expectation for the behaviour of the children in our school.

Purposes

To promote an ethos where:

- Agreed expectations are established and acted upon fairly and consistently
- Good behaviour and effort are encouraged, rewarded and used as a model for others to follow
- Property is respected and pride in the school and each other is nurtured
- Negative attitudes and behaviour are dealt with promptly and appropriately
- Parents are involved in the process of promoting high standards of behaviour
- Children are helped to understand that they have a responsibility for their own actions and that they affect others

Guidelines

- All adults are responsible for the behaviour of all children and not only those that they have been assigned to. Adults should act as good role models (see Appendix 1)
- Children are encouraged to become self –disciplined and to be responsible for their own actions, in order to develop their confidence and independence. Questions such as 'What's happened?' 'Who's been affected?' 'What needs to be done to put things right?' will be asked
- Staff and children will use learning behaviours to support the management of behaviour within the school
- Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start
- Parents are informed of school expectations and will be informed at an early stage when problems occur. Expectations extend to travel during school activities and travel on school transport to and from school
- Work within classrooms must take account of individual ability and circumstance
- Poor behaviour needs to be monitored. Dated notes need to be kept where there are significant occurrences of bad behaviour involving individuals or groups of children. If incidences of bad behaviour continue the Head Teacher and parents of the child need to be involved

- The school's system of individual target setting may include behaviour targets, where appropriate. Any child with specific educational or behavioural needs may require additional help in understanding the rewards and sanctions of the school and these may need to be modified to meet that child's needs. This would be done in conjunction with the staff, child and family. If appropriate, other children may be informed of changes made for their peer in order for them to understand why that child may be treated differently

Rewards and Sanctions

We aim to promote good behaviour in school by giving children who behave well a high profile in school. Good behaviour and effort are encouraged and rewarded, publicised and used as a model for others to follow. Examples of good behaviour will be highlighted and acknowledged by our system of rewards. Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities and so build self-esteem.

Rewards will include:

KS1:

- house points
- stickers & chart & reward
- golden book
- marbles in the jar in assembly
- message home from your teacher
- message home from the headteacher

KS2:

- house points
- certificates
- golden book
- postcard home from the headteacher

Each class will have its own system to reward good behaviour and work. This will differ year on year according to the age and need of the cohort. All staff play an important role in maintaining good discipline at play time and lunch time and will reward accordingly for good behaviour.

Sanctions

Before investigating an incident it is important to give the child and yourself, time to calm down where appropriate. All involved will be listened to carefully and given the opportunity to put their side across. A solution will then be reached that is appropriate for the incident. Sanctions will be consistent from all staff and the children are aware of the process.

The class teacher will deal with the incident in the first instance.

During lessons:

- Child will receive a warning
- Child will have name written on board
- Child will be given 5 minutes detention
- Child will be given a further 5 minutes detention totalling 10 minutes
- Child will be given a further 5 minutes detention totalling 15 minutes
- Child will then complete detention with designated teacher at playtime/lunchtime/during assembly where they will reflect on their behaviour.
Monday – Mrs Kitts
Tuesday – Miss Leslie
Wednesday – Mrs Hall
Thursday – Mr Webb
Friday - Miss Coggins
- If child has more than 3 detentions in a week, parents are contacted and reflections are shared
- In the case of severe or extreme incidents the situation should immediately be brought to the attention of the Head Teacher or the Deputy Head Teacher

At playtimes:

- Child will receive a warning
- Child will receive time out for an amount of time that is appropriate for the child's age. Keep the child next to the adult issuing the time out on the playground. If a child is sent in from the playground at lunch or break time this is dealt with by the class teacher in the first instance. If the teacher is not available, the senior teacher will deal with the child. The child should not be sent to the hall for time out, they need to be with an adult.
- Speak to senior teacher who will deal with the incident if further action is needed
- Speak to the headteacher who will deal with the incident if further action is needed
- In the case of severe or extreme incidents the situation should immediately be brought to the attention of the Head Teacher or the Deputy Head Teacher

Any incidents that take place at playtime or lunchtime must be reported to class teacher and the staff record incidences of positive and negative behaviour at these times so they can be tracked.

The school aim to keep parents informed of their child's behaviour and will contact parents when appropriate, depending on the severity of the incident. Parents are more than welcome to contact the school if they have any concerns regarding behaviour.

There may be times when a child will need to be restrained physically by a member of staff for their safety or the safety of others around them. This will be done safely by a member of staff

who has been specifically trained in physical restraint and will be done sensitively and with dignity. This will always be done as a last resort and parents would be informed immediately if this has taken place. The following members of staff have been trained in physical restraint: Mrs Kent, Mr Cassidy, Mrs Hall, Mrs Farragher and Mrs Eales.

When a sanction is completed it will be stressed to the child, and to other children if necessary, that the episode is over and a new start can be made - no child acquires a bad name.

The following behaviours should be referred to the Head Teacher

- Bullying
- Racist/homophobic name calling
- Repeated violence (any violent incident should be recorded)
- Children exploring themselves or being involved in inappropriate play of a sexual nature
- Fighting
- Repeated bad language
- Damage to property
- Stealing

A single incident of the following should be also be referred to the Headteacher

- Bad language to an adult
- Threatening behaviour to an adult
- Insolent/disrespectful behaviour to an adult
- Challenging any adults

Staff may be asked to record the incident on a blue 'Cause for concern' record sheet which are kept by the headteacher. These will be completed when appropriate and are located on the staff room notice board at both sites.

Exclusion

Exclusions are the decision and responsibility of the Headteacher only (or the Deputy Headteacher in the absence of the Headteacher) and the **most up to date** Local Authority Guidance for Exclusion is followed after consultation with the Local Authority exclusion team. Exclusion is the always the last resort for a child at this school. Each case will be dealt with individually.

This policy notes the following points of law that are pertinent for the setting. These are stipulated in the DfE guidance – Exclusion from maintained schools, Academies and pupil referral units in England:

- Only the head teacher of a school can exclude a pupil and this must be on disciplinary

grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.
- The head teacher may withdraw an exclusion that has not been reviewed by the governing body.
- Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.
- Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion.
- When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
- Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.
- These duties need to be taken into account when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.
- Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.
- It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment / ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated. Pupils who repeatedly disobey their teachers' academic instructions could, however,

be subject to exclusion.

- 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.
- Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Statutory guidance to head teachers on informing parents about an exclusion

- When notifying parents about an exclusion, the head teacher should set out what arrangements have been made to enable the pupil to continue his / her education prior to the start of any alternative provision or the pupil's return to school.
- Effective methods for providing the information may include email or text message; giving the notice directly to the parents; or sending the information home with the excluded pupil. Where information is sent home with a pupil, head teachers should consider sending a duplicate copy by an alternative method or confirming that the information has been received.
- When notifying parents about an exclusion head teachers should draw attention to relevant sources of free and impartial information. This information should include: a link to this statutory guidance on exclusions, a link to the Coram Children's Legal Centre: www.childrenslegalcentre.com 08088 020 008; and where considered relevant by the head teacher, links to local services, such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk).
- Head teachers should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' right to make representations to the governing body have been understood.

Rough and tumble play and fantasy aggression

Children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies

Sexual violence and sexual harassment between children in schools and colleges

The Sexual violence and sexual harassment between children in schools and colleges document was revised in May 2018. This offers advice for governing bodies, proprietors, Headteachers, principals, senior leadership teams and designated safeguarding leads when an incident of sexual violence takes place. This document would be consulted if an incident were take place alongside this behaviour policy.

Appendix 1

Adults will set an example to children by demonstrating positive behaviour.

Adults should:-

- Treat colleagues children and parents with respect
- Speak in calm, low voices – only raising the voice to gain immediate attention
- Make positive rather than negative comments and recognise achievement rather than error
- Where appropriate, do what the children have been asked to do e.g. when coming into assembly avoid talking to colleagues
- Avoid blanket punishments e.g. not punishing whole classes for the misdemeanors of individuals
- Treat the environment and equipment with respect