

Havelock Primary School

Behaviour Policy

(including Positive Handling Policy)



As a Level 1 Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child.

Many of these articles underpin our Behaviour policy:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all things that affect children.

Article 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 40 (juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

This policy provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it fairly and consistently.

Enshrined in this policy are the Articles from the United Nations Convention on the Rights of the Child 2000 (UNCRC).

This policy needs to be read in conjunction with the following procedures and policies:

- Havelock Primary School Anti bullying Policy
- Havelock Safeguarding policy
- Havelock Primary School E safety Policy/ Acceptable Use Policy
- Havelock Primary School PSHE Policy/ curriculum offer

All of these documents are available on our website:

www.havelockprimary.com

Aims

The Governing Body and staff of Havelock believe that good behaviour is fundamental to success in the classroom for both pupils and teachers. Good behaviour results from a well-planned and delivered curriculum that stimulates pupils to learn, ask questions, debate, and challenge themselves.

Behaviour for learning is behaviour which encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned.

At Havelock we uphold the fundamental British Values of democracy, the rule of law, tolerance of those with different faiths and beliefs, mutual respect and personal liberty. These values are evident in our Rights Respecting approach, our core and foundation subjects and our PSHE curriculum.

Fundamental principles

The fundamental principles which underpin the behaviour policy are:

- Unconditional positive regard for all pupils
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). The main reasons for using a language of choice are:
 - self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options
 - any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child
- Recognising, acknowledging and rewarding pupils for their positive choices and behaviour

- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly

Encouraging good behaviour and high self-esteem

We encourage good behaviour by:

Good classroom management including well-defined routines.

- Being calm, fair, firm, clear, consistent, positive and understanding. Praising good behaviour as it occurs.
- Explaining and role modelling the behaviour we want to see.
- Encouraging pupils to be responsible for their own behaviour and goals.
- Letting parents know about their children's good behaviour (postcards/certificates home/speaking at the end of the day to parents).
- Rewarding individuals and groups of pupils for behaving well in the classroom and through assemblies
- Using 'Circle Time' activities as and where appropriate.
- Explaining reasons to children for any sanctions.
- Encouraging pupils to be proud of their school and their environment.
- Using 'Pausing to be' and 'Reflection Time' in class to create a positive climate for learning.

Unacceptable behaviour includes:

- Ignoring reasonable instructions
- Answering back, rudeness or aggression
- Making unkind remarks
- Damaging property
- Biting, spitting, hitting and kicking
- Swearing
- Racist, homophobic, sexist comments
- Bullying (also refer to Anti-bullying policy)

Havelock Values

The values of the school are displayed in the KS2 hall and are explained and referenced to pupils whenever possible. Children should understand that these are the values that they must show at all times in and out of school.

The Havelock values are:

- Co-operation
- Courage
- Kindness
- Resilience
- Happiness
- Charity
- Friendship
- Tolerance
- Honesty
- Trust
- Inclusion
- Thoughtfulness
- Respect

Golden Rules

The Golden Rules are displayed across the school and in all classrooms, are explained to pupils and are consistent throughout the school. All staff reward pupils who keep these rules – using positive praise, stickers, merits and moving names on the class behaviour ladder. We explore what this means for each class at the beginning of each term. Golden Rules are in line with our rights-based ethos:

- We are kind and helpful
- We listen carefully and respect everyone's ideas
- We keep our hands and feet to ourselves
- We use calming down strategies (using Mind Up)
- We always have a go (link with Growth Mindset and Learning Dispositions)

Rights and Responsibilities

The responsibility for effective behaviour management within Havelock Primary lies with all members of the school community. Whilst there is a clear line of referral, all staff must ensure that good behaviour is expected and displayed at all times and in all places.

Everybody

All members of the school community have the right to:

- feel secure and safe

- feel happy and be treated with kindness and understanding
- be treated fairly and consistently
- be listened to (at an appropriate time)
- be treated with respect and politeness

Each member of our school community also has their own specific responsibilities to ensure that the rights of everybody are maintained.

Pupils

Pupils work towards the school's aims by taking increasing responsibility for:

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit, taking letters home promptly, returning books, homework on time
- Contributing to the development of the school's code of behaviour
- Their own learning and behaviour
- Conducting themselves in an orderly manner in line with this code
- Keeping the school environment clean and tidy.

It is the responsibility of pupils to make good choices at all times with all adults and pupils in school. Children are expected to make good choices by following our simple Golden Rules:

- be kind and helpful – we avoid hurting other people's feelings
- listen carefully – we avoid interrupting and value everyone's opinions
- be gentle – we use our hands and feet to be kind and helpful.
- use calming down strategies – we avoid shouting and we reflect on our behaviour using mindful techniques such as mindful breathing.
- always have a go – we avoid wasting our own or other people's time and aim to promote resilience through a growth mindset approach/Learning Dispositions.

Parents

We expect parents to:

- Be aware that the school has Golden Rules and to support them
- Support the school's decision when applying consequences
- Contact the class teacher in the first instance with any concerns about behaviour
- Ensure that children attend school in good health, punctually and regularly (this involves not taking holidays during term time)
- Provide prompt information to explain all absences
- Accept responsibility for the conduct of their children at all times

- Provide support for the discipline within school and for the staff's role
- Be realistic about their children's progress and attainments
- Participate in discussions concerning their children's progress and attainment
- Ensure early contact with the school to discuss matters which affect a child's happiness, progress and behaviour
- Allow children to take increasing personal and social responsibility as they progress throughout the school
- Be good role models – punctual, organised and demonstrating acceptable social behaviour

SMSAs

SMSAs are a very important part of our school team; they will follow the same codes of behaviour as teachers. They, with the rest of the school community, will also be involved in the reward and sanction systems. SMSAs are given termly training in managing behaviour.

Teachers

It is the responsibility of teachers to have high expectations of pupils in terms of the choices they make, their behaviour and relationships. Teachers must consistently apply our whole school systems of behaviour management in and out of the class by:

- praising children – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our Values, Rights and/or Golden Rules
- implementing our behaviour ladder structure, applying our scripts and making consequences of poor choices explicit
- treating pupils fairly and with respect and understanding, listening to children and promoting a language of choice
- managing pupil's behaviour effectively and applying this policy with their own class and other children around the school
- being a positive role model by actively demonstrating our Values, Golden Rules and showing Rights Respecting behaviour and language;
- keeping records associated with our behaviour management and discussing these with the Phase Leader before they become a pattern
- seeking help and support from senior colleagues, having followed our policy consistently
- if needed, liaising with external agencies to support and guide the behaviour and emotional needs of pupils
- liaising and reporting to parents, information about a child's behaviour, emotional needs and/or well-being at school

- providing both a welcoming and stimulating environment and a challenging and enriching programme of study designed to enable all children to reach their highest standards of personal achievement
- recognising and being aware of the needs of each individual child
- enabling children to take increasing responsibility for their own learning and conduct
- ensuring that learning is progressive, continuous, exciting and challenging
- taking quick, firm action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour

SLT

Members of the Leadership Team work towards Havelock Primary School aims by:

- taking a lead in the establishment of a positive school ethos
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- recording and monitoring attendance and punctuality and responding firmly when either is poor
- recording and reporting incidents of serious misconduct for discussion with the Head Teacher
- taking active steps to ensure that the school buildings and grounds are secure and well maintained, and that any potential issues are quickly rectified

Head Teacher

It is the responsibility of the Head Teacher to:

- provide a framework for consistent behaviour monitoring in school
- issue fixed-term and/or permanent exclusions to individual pupils, liaising with parents, the LA, outside agencies and the Chair of Governors
- report on behaviour on a termly basis to the Governing Body

Governors

The Governing Body has the overall responsibility of reviewing the effectiveness of this policy on an annual basis. The Governing Body supports the Head Teacher in implementing this policy by delegating the day-to-day responsibility for implementing this policy to the Head Teacher.

Conclusion

A positive approach to discipline is more effective than a negative, confrontational one. Warm, friendly relationships amongst all members of the school community are the best incentive to good social behaviour. Boundaries should be set early and kept consistent. Once these are established, positive discipline should be the expectation and generously rewarded with praise.

Procedures

Whole School Structure & Systems

Havelock Primary has a clear framework outlining the way we all treat pupils, speak to them and the structure of rewards and consequences. Refer to Behaviour Procedures (**p.24**) and Whole School **Flow chart (pg36)** documents.

Rights Respecting Ethos

Children's Rights underpin our expectations of behaviour. The Rights Respecting ethos enables children to grow-up being the best person that they can possibly be while respecting the rights of themselves and others. Rights are taught explicitly through assemblies and lessons; implicitly through modelling and are displayed in every aspect of school life (class charters and displays).

Recognising, Acknowledging and Praising Behaviour

- every child in KS1 & 2 belongs to one of our four planet house teams. Saturn (Yellow), Neptune (Blue), Mars (Red) or Earth (Green). Children do not change house teams. New starter children are allocated a house upon arrival at their new class from their class teacher.
- excellent behaviour and following the Golden Rules around school can earn children a house point. Children give these to their teachers who mark down their house point in class
- house points are added up each week and the weekly total is given to children during Monday's Achievement Assembly
- termly, the planet house team with the most points is rewarded with a team treat; the same is done for the winners of the healthy tokens
- children can earn merits in class for their achievement in lessons. These are collected on their merit cards
- Head Teacher awards are given to individuals when they achieve a certain number of Merits. Bronze award (20 merits), Silver award (40 merits), Gold award (60 merits), Platinum award (80 merits). Merits are recorded on class chart and recorded on individual merit cards. Awards are based on 190 school days in an academic year

Other Rewards

- Weekly, 1 child from each class is rewarded with a Certificate for showing Rights Respecting Behaviour from the previous week
- Weekly, 1 child from each class is rewarded with a Certificate. This is an acknowledgement of academic achievements from the previous week.

There are no other systems or routines associated with promoting positive behaviour other than those detailed above.

Strategies to Promote Good Behaviour

Teachers can:	Do this by:
Develop good relationships	<ul style="list-style-type: none"> • Pupils can show other staff members good work • Give time to talk through problems and investigate incidents • Value every child in the class equally • Show interest, make time • Catch them being good
Involve pupils in helping each other	<ul style="list-style-type: none"> • Playground friends/buddies • Talk partners • Peer assessment • Peer Mediators
Show respect and expect respect to be shown	<ul style="list-style-type: none"> • Being polite • Insisting on good manners • Value their efforts • Listen, be fair and be seen to be fair • Be consistent and do what you say (follow through)
Act in a calm manner and use positive language	<ul style="list-style-type: none"> • Model empathy • Take pupils away from stressful situations (use of the glitter bottle or calming down strategies) • Anticipate and prevent problems • Greet every pupil (when they come in, taking the register and saying goodbye) • Smile • Use positive instructions • Use descriptive and genuine praise • Use individual, quiet, close talk when a pupil needs redirecting

	<ul style="list-style-type: none"> • Avoid using a raised voice • Compliment pupils • Refer to brain breaks (chime/amygdala shakers) and using a mindful approach
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We reward pupils for:	Positive classroom and playground behaviours pupils can demonstrate:
The way they treat others	<ul style="list-style-type: none"> • Wait for another to stop speaking before they do • Take turns and wait patiently for their turn sharing • Keeping hands and feet to themselves • Look after their own and others belongings • Being polite • Being honest • Treating other people kindly and with respect
Academic achievements	<ul style="list-style-type: none"> • Staying on task and persevering • Showing resilience
Pupil behaviours	<ul style="list-style-type: none"> • Entering the classroom in a calm and orderly way • Settling straight away • Managing feelings e.g. anger by using calming down strategies • Respecting and looking after our school equipment, playground and buildings • Following the school/classroom/playground rules • Listening to instructions • Following instructions • Using appropriate levels of sound and language when speaking to others

Classroom Management & Behaviour Ladder Structure

Classroom behaviour is managed through the use of the Behaviour Ladder system. Each classroom or learning area must display the Behaviour Ladder face system.

- Refer to **Scripts pg 16** for further details
- Each child starts the day on the green
- If a child goes to 'Excellent Effort' (silver) or 'Go for Gold' (Gold) and remains there until the end of the day, they will receive one house point if on silver and three house points if on Gold
- If a child makes the wrong choice they move their name down to 'Making Better Choices' (Yellow)
- If a child continues to make the wrong choices they move to 'Reflection' (orange)
- If a child reaches orange:
 - Child spends 15 minutes at the Time-Out table/space in class.
 - No child should be sent to the corridor, any shared area, any other class or any other adult .
 - If no-change in behaviour, child spends up to 15 minutes at Reflection in their classroom during break or lunch;
 - if teacher is on duty, children will spend reflection with their teacher in the playground.
 - teachers could co-ordinate with their parallel to cover that year's reflection time.
 - LSAs are not to be relied on to take every Reflection duty.
 - Any time in reflection during break time or lunch will have to be recorded in the Reflection Book.
- A child may positively change their behaviour to return to green at any time.
- If a child continues to make inappropriate choices, having been given many opportunities to regulate their behaviour, or if a serious they move to 'Parent Contact' (red).
- If a child reaches red :
 - child spends up to 15 minutes at the Time-Out table/space in class, to reflect on and change their behaviour.
 - no child should be sent to the corridor, any shared area, any other class or any other adult a Red Think Sheet must be completed by the child and sanctioning adult
 - The incident must be recorded on **SIMS**
 - The class teacher informs the parents of the aggressor by Red Parent Letter

- The class teacher informs the parents of any victim(s) by the Support Note
 - child misses up to 15-30 minutes of morning break or lunch break. The class teacher uses their discretion to apply this consequence in multiples of 5 minutes. The child is supervised by the class teacher (if the class teacher is on duty, the child accompanies them and stands by them in the playground)
 - after the sanction has been completed, the child returns to green (smiley) Sun for the next session
 - It is important that children know each session (AM/PM) is a fresh start
- If a child receives 5 **Red Think Sheets** in any week:
- It is the responsibility of the class teacher to arrange to see parent(s) to discuss concerns about the child's behaviour. The meeting is conducted using the **Behaviour Issues Identification Sheet**
- The class teacher completes and issues a **Class Behaviour Monitoring Chart** for an initial 1 week period
- The class teacher reviews Behaviour Monitoring Chart daily and at end of the week, where class teacher contacts parent and praises or explains next step

Lunchtime Management

- it is our expectation at Havelock that all pupils show respect and polite table manners when eating their lunch
- Our school Golden Rules are displayed clearly in the dining area as a reminder
- Pupils are expected to behave appropriately at all times during the school day
- Lunchtime supervisors are to apply the same system as other school staff when dealing with inappropriate behaviours (time out, referring to the scripts and reminding pupils of the Golden Rules). The '**Quiet Room**' (Library) can be used as an area for time out, if necessary during the second half of lunch times (the first half must be spent with teachers). This room shall be supervised by members of the SLT, the rota will be displayed in the Library.
- Each midday supervisor is to take responsibility for recording pupil's behaviours that require sanctions and keeping teachers informed at the end of lunch time. Any serious incidents, teachers must use a Red Behaviour Think Sheet and record on SIMS. The class teacher and/or Phase Leader will then make a decision with the midday supervisor whether or not to contact the pupil's parents

- If parents are called, any conversations had or letters sent (Red Behaviour Parent Letter or Support Note) need to be recorded on SIMS. It is the class teacher's responsibility to discuss conversations about behaviour with parents

Strategies for resolving conflict – 3 Steps

- the others listen with no interruptions
- they are encouraged to maintain eye-contact
- each child has a turn to say:
 1. What the other(s) has/have done to upset them
 2. How they feel about it
 3. How they would like them to behave in the future
- no one is allowed to interrupt or argue. They go on taking turns until everyone is finished.
- if an adult or peer mediator is there, they are to be referee, not as part of the discussion. He/she encourages that turns are taken, that the children stick to the three steps, that they listen to each other and maintain eye-contact.
- if the children cannot resolve the conflict after a reasonable time, then the adult can make a judgement and take appropriate actions.
- these strategies are to be taught through class Circle Time, but are regularly modelled and revised with pupils.

Repeated Concerns, Further Consequences & Support

Class Behaviour Monitoring Chart

- Operate from day after meeting with parent plus one full week.
- Class teacher telephones parent to confirm successful completion of the Class Behaviour Chart monitoring period or explain referral to Inclusion Team.
- Class teacher signs-off Class Behaviour Chart and keeps a record, giving original to the Inclusion lead.

Record of Concern

After completion of a Class Behaviour Chart, if a class teacher feels that there has not been a significant improvement in a child's behaviour then they complete a Record of Behaviour Concern for referral to the Inclusion Team.

The Inclusion Team consider the Record of Concern and Class Behaviour Chart and may:

- adjust targets and extend the Class Behaviour Monitoring Chart for a further week
- escalate intervention and issue a Head Teacher Behaviour Report
- seek further advice, support and intervention from other agencies.

Head Teacher Behaviour Report

The Inclusion Team, Deputy Head Teacher or Head Teacher may issue a Head Teacher Behaviour Report for any child to improve their attitudes and/or behaviour.

Any child on a Head Teacher Behaviour Report reports twice daily (morning and afternoon) to the Head Teacher or Deputy Head Teacher.

The Head Teacher or Deputy Head Teacher monitors and evaluates the impact of the Head Teacher Behaviour Report at the end of a week and may meet parents to review.

Support Plans – Emotional & Behavioural needs

It is the responsibility of the SENDCo to establish and monitor the impact of any Support Plan for emotional and behavioural needs. If necessary referrals will be made by the SENDCo to the LA Behaviour team or other agencies as appropriate.

Serious Misbehaviour and Red Cards

Serious misbehaviour at Havelock is defined as any wilful act that results in physical or emotional hurt to any adult or child. The supervising adult must first ensure that all pupils are safe and may evacuate the classroom area, if necessary. Two sensible/reliable pupils are sent to the DHT/HT room with a Red Triangle to signal to staff that the severity of the incident. Refer to Red Think Sheets for more details.

If a child shows serious misbehaviour:

- the child has cooling down/thinking time to reflect on the incident and complete a Red Think Sheet using MindUp techniques/resources
- the supervising adult (including class teacher) initially investigates the issue, noting responses from the victim and perpetrator, recording pupil's responses on a Triangulation Sheet

- if the issues are unclear, further investigation into the issue is needed, e.g. checking for accuracy, including triangulating with others
- the supervising adult consults with the Class Teacher/Phase Leader if deemed necessary the DHT/HT agrees time and date for Phase Leader and class teacher or if necessary HT/DHT to meet parents to agree sanctions for pupil:
 - Seclusion from class (half-day or full day periods)
 - Seclusion from breaks (morning and lunch for number of days)
 - Fixed-Term exclusion (recommendation to Head)
 - Permanent exclusion (recommendation to Head)
- the class teacher or Phase Leader telephones parents, explains issue, sanctions and sends a Red Behaviour Parent Letter home
- the class teacher or Phase Leader contacts victim's parents by telephone, explaining issue, actions and consequences
- the class teacher or Phase Leader meets pupil and drafts Behaviour Report and, if appropriate, a Support Plan
- if necessary, the Phase Leader meets the injured party and implements a programme of support

Restraint

In extreme circumstances where a child is a danger to themselves or others, restraint procedures will be implemented for the health and safety of others, other pupils and staff. This is always a last resort when all other strategies have been exhausted. The actions that we take are in line with government guidelines on the restraint of pupils. (see Restraint Policy).

EYFS

Children in Nursery and Reception are reminded of the Golden Rules at all times, discussion is used to encourage good choices and positive behaviour. Class cloud charts are used throughout the day in relation to the Golden Rules.

Recording of incidents

Incidents are recorded by the member of staff dealing with the issue. **All Red Card incidents are recorded on SIMS** and may be recorded for the following reasons:

- a child is regularly involved in incidents and the teacher wants to keep a record to help build up a picture of behaviour patterns
- despite all efforts by the teacher to promote a fair and just outcome, the child remains dissatisfied or unable to take responsibility. A record in this event provides clarity should the situation be raised again
- a teacher believed that there has been a sudden change in a child's behaviour and wishes to gather evidence with a view to seeking additional support for the child
- the incident is serious and requires a Red Card
- the child is on a behaviour report
- lunchtime incident – the class teacher will be informed by the member of staff dealing with the incident, the class teacher will need to follow this through

Bullying and Racism

Bullying of any kind, including racist bullying will be treated as a serious misbehaviour. See Anti-Bullying policy for more detail.

Scripts – Assertive Discipline and the Language of Choice

Script 1: Statement of reality (tell them what you see)

Alex, you're tapping your pencil.

Never ask a child why they are doing what they are doing. It's confrontational, you don't need to know why – they just need to know that you've noticed it

After hearing your statement of reality, many children will quickly change their behaviour without any sanction or need to move further down the script. Remember you need to give them take-up time to make the positive change rather than causing further confrontation.

Praise them when they positively change their behaviour, acknowledging the positive change

Thanks Alex for putting your pencil down.

Should a child not change their behaviour after a reasonable amount of take-up time, Step 2.

Script 2: Tell them the behaviour you want to see, 'I need you to', ending with 'a thank-you'

Alex, I need you to put your pencil down – thank you.

Be assertive and avoid starting or ending your expectation with please. Use I need you to and a thank you instead. This carries an expectation that they will do as you have asked them to.

Remember to use these scripts with a firm, calm voice.

Acknowledge the positive change in behaviour with a thank you, or gesture.

Should a child not change behaviour you need to use the language of choice script, Step 3.

Script 3: Statement of choice

This gives the child the responsibility for the consequences that you will carry out (and you must deliver the consequences or the child will learn that you do not follow through consistently). Avoid the threat of sending them to someone else – you empower yourself

Alex, if you choose to continue to tap your pencil, then you'll force me to move you to Yellow/Amber/Red. It's your choice.

Continue to be assertive rather than aggressive. Remain calm, showing no sense of agitation or lack of control.

If the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made the right choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside.

Well done Alex, you made the right choice.

Ignore all secondary behaviour – stomping around, back-chat, grumbling – the most important thing is that they have made the right choice

Should the child choose not to do as you have asked, then you follow through with the consequences you started

Don't cave in to protests or remove/reduce the consequence – when you are consistent, the scripts will work.

Script 4: Reinforce and depersonalise

You can also repeatedly refer to whole school expectations (Golden Rules/Class Charter) which reminds of the rules, or our Values, which never change.

Alex, at Havelock we are kind and helpful.

This implies that the school has a system and that our expectations are fair and consistent rather than personal 'against' them.

Preventative Measures

Classroom Layout and Organisation

- organised for easy movement without children bumping into each other
- a designated Time Out Table (consequence area) and a Reflective Thinking Zone/Mindful Area (strategy to manage behaviour)
- time Out Table & Reflective Thinking Zone/Mindful Area resourced appropriately – sand timer, reflection sheets, calming images, glitter bottle
- clear sight lines for both children and adults
- well thought out seating plans – displayed and changed on a regular basis
- clearly labelled and accessible resources

Display

- Golden Rules/ Class charters discussed explicitly with pupils, clearly displayed and taught
- school Values constantly referred to and displayed through Golden Rules
- reward & consequence systems (Merit Cards and Behaviour Ladder displayed and consistently used)
- clearly understood routines (visual timetables) and expectations.
- clear stop and gaining attention signals

Other

- consistent approach, focus on positive behaviour and praise
- high expectations
- use of language – positive, explicit, consistent and exclusive
- all adults consistently modelling expected behaviours

Leaving the class or school without permission

Leaving the classroom without permission

- it is essential for a central part of all classroom discipline plans to be that pupils under no circumstances leave the room without the permission of the teacher
- pupils must know that if they leave the room without permission serious consequences will follow (parents being informed as a minimum, exclusion as a significant possibility)
- it is regrettably the case that a very few pupils have developed a method of coping with difficulties which includes simply walking away wherever they happen to be. We cannot be seen to condone this.
- the ethos of every class must be that all pupils belong, are valued and will be included, even though for some pupils at some times this may be difficult
- teachers have a duty of care for all pupils, and are 'in loco parentis'

Procedure in case of pupil leaving the room

- the teacher should not leave the classroom in pursuit of a child except in exceptional circumstance – imminent danger to self or others, for example
- if a teaching assistant is present in the class, she should be asked to attempt to retrieve the child
- if this is not immediately possible, a Red Card and short message must be sent to the school office (DHT/HT) explaining the situation
- the teacher's responsibility is, in these circumstances, with the class; responsibility for the missing child passing to other staff
- other staff: office staff will immediately inform the Head Teacher or the most senior teacher available if a child is missing
- one or two support staff (office staff, site manager, teaching assistants) will search the building
- the office will remain covered at all times
- if the child is found, the Head Teacher or most senior teacher available will talk to the child and coax him/her back to class
- a meeting between teacher and parents will be arranged to discuss the cause of the behaviour and how to prevent repetition in the future

Leaving the school site without permission

- there are rare occasions when pupils leave the school premises in response to something that has happened in the classroom or elsewhere on the premises
- such behaviour is always to be treated very seriously

- it is essential that our response should not exacerbate an already difficult situation. A measured, calm response is required

Procedure in case of pupil leaving the site

- staff will immediately inform the office (Red Card or telephone call), who will inform the Head Teacher or the most senior teacher available if a child is missing
- one or two teachers or support staff (SMSAs, office staff, site manager, teaching assistants) will search the building
- if the child is found, the Head Teacher or most senior teacher available will talk to the child
- if it is necessary to leave the building a maximum of two adults should normally be involved and a mobile phone should be taken
- NEVER chase or follow – high risk of serious injury to child and liability
- if the child is missing for more than five minutes, parents will be informed in case the child is outside the school premises and at considerable risk
- the police will be informed
- once the child is found, a meeting between Head Teacher and parents will be arranged to discuss the cause of the behaviour and how to prevent repetition in the future
- exclusion from school is likely to follow any episode of leaving the building without permission

Serious Breaches

For a serious breach of the behaviour policy there may be circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' serious offence, such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual misconduct.

Positive Handling Policy

Introduction

The school recognises that there is a need to physically intervene when there is an obvious risk to the safety of its children, staff, or property. Such intervention or restraint is termed "Positive Handling". It is written using the **DfE**

guidance 'Use of reasonable force- Advice for headteachers, staff and governing bodies' July 2013.

Who can use reasonable force?

All members of the school staff have the legal power to use reasonable force. It can also apply to people whom the headteacher has temporarily put in charge of pupils.

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.

Principles

The school has a duty of care to maintain an acceptable standard of safety for all pupils and staff.

The use of positive handling is part of the whole school policy for behaviour management.

The use of positive handling is an exceptional measure – a “last resort”.

Positive handling should not be used for disciplinary purposes.

Incidents involving positive handling should be carefully recorded (see appendix)

Continuing professional development is necessary to increase the ability of all staff to manage contributory issues as well as incidents requiring physical intervention.

Staff should be alert to risks at all times and develop an ability to predict incidents.

The taking of immediate action to prevent injury to any person or serious damage to property is not prohibited by law.

Staff must be aware of the risk to themselves and others when they assess any situation requiring physical intervention.

Support structures should be available to staff and pupils following any incident requiring the use of positive handling.

Guidance: Before an Incident

Any physical intervention involves a degree of risk; an assessment of the level of risk must be undertaken before deciding to intervene. The positive handling of a pupil should lead to the calming of the situation and not lead to greater injury or an escalation of violence. All efforts to avoid physical intervention should have been taken. Positive handling is a form of control which should only be used when the situation does not allow for any other method to be employed and when a situation is about to exist where:

- the actions of a pupil would place him / herself, other pupils or staff at the risk of serious injury
- there could be serious damage to property
- The following considerations should form part of the risk assessment
- the location of the incident and the potential for the restraint to be carried out safely
- the restrainer's capacity to act calmly
- the age, gender, physiques and any known medical conditions of the pupil and the restrainer
- the scope to involve a second adult to assist or supervise
- the clothing being worn by the pupil and the restrainer, together with any jewellery or spectacles / hearing aid
- any previous experience by the pupil of restraint and predictable reaction
- the presence of any weapon

Guidance: During an Incident

In any application of positive handling, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues by sending a red triangle a member of the SLT; other pupils should never be involved in a restraint. The pupil should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behavior. The method of restraint employed must use the minimum force for the minimum time and must observe the following requirements:

Restraint must not:

- involve hitting the pupil

- involve deliberately inflicting pain on the pupil
- restrict the pupil's breathing
- involve putting the restrainer's full weight on the spine or abdominal area
- During any incident, the restrainer should offer verbal reassurance to the pupil
- cause the minimal level of restriction of movement
- reduce the danger of any accidental injury

Guidance: After an Incident

Following an incident involving positive handling, a record should be made by the restrainer and any other adult who was present. The pupil should also be requested to provide an account.

This record should be kept in the school's Incident Book or other appropriate document. All records should be signed and dated and should include that of the Headteacher or senior member of staff on duty at the time. This report should be completed as soon as possible and not later than the end of the working day in which the incident took place.

Draft	J Bailey April 2017
Adopted	
Reviewed	

Appendix 1

Report on the Use of Positive handling







Name of pupil:	
Data of birth:	Class
Date / Time of Incident	Place:
Report compiled by (restrainer):	
Witnesses (staff):	
Witnesses (pupils)	
Nature of pupil's behaviour	
Description of the restraint	
Signed	
Date:	Time:
Follow up action:	
Signed(Headteacher /senior member of staff):	
Date:	Time:

Appendix 2

Years 1 & 2 Red Behaviour Think Sheet

Child's Name:	Class:	Date:
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Draw or write what you did:	Next time I will....
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How I feel now... Sad  Happy  Angry 	How will I feel if I do this? Sad  Happy  Angry 
--	--

Appendix 3

Years 1 & 2 Red Behaviour Log Sheet

Staff involved:
Adult's summary of incident:

Location (tick):

<input type="checkbox"/> Classroom	<input type="checkbox"/> Shared Spaces	<input type="checkbox"/> Playground	<input type="checkbox"/> Toilets	<input type="checkbox"/> Off-Site
------------------------------------	--	-------------------------------------	----------------------------------	-----------------------------------

Role of child and others involved (tick and names):

Aggressor	Target	Participant	Witness	Bystander

Behaviour type (tick):

Classroom Management	
-Red Letter to Parents	
	Disrespectful 1 - not following instructions from adult, rude to adult
	Disruptive 1 - stopped others from learning, walked out of room
	Emotional 1 low – unkind words toward child, leaving out of group
	Emotional 2 medium – bad language, swearing at child, family cussing, dishonesty/shifting blame
	Physical 1 low – hurting through repeated snatching, pushing
	Physical 2 medium – hurting through spitting, trip, mark/pain to body, throwing objects
Serious Misbehaviour	
– Red Serious Behaviour Letter to Parents	
	Physical 3 high – hurting an adult, punch/kick/wilful or repeated hurt to child
	Emotional 3 high – bullying, threats, racist comments, swearing directed at adult, lying
	Disruptive 2 – wilful or repeated disruptive behaviour
	Disrespectful 2 – repeated refusal
	Stealing/Theft/Damage
	Leaving school site
Parents informed of incident Yes / No (please delete)	
Parents views:	
Pupil feedback	
Pupil views:	

Appendix 4 **Years 3, 4, 5 & 6 Red Behaviour Think Sheet**

Child's Name:	Class:	Date:
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Why have you missed your lunch/break time?

Use the boxes below to write and / or draw what happened.

Which of our school values have you not shown? (circle)
Co-operation, Courage, Kindness, Resilience, Happiness, Charity, Friendship,
Tolerance, Honesty, Trust, Inclusion, Thoughtfulness, Respect.

What article have you stopped yourself or someone from accessing?

What could you have done to stop it happening?

What will you do next time?

Appendix 5 Years 3, 4, 5 & 6 Red Behaviour Log Sheet

Staff involved:
Adult's summary of incident:

Location (tick):

<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Shared Spaces	<input type="checkbox"/>	Playground	<input type="checkbox"/>	Toilets	<input type="checkbox"/>	Off-Site
--------------------------	------------------	--------------------------	----------------------	--------------------------	-------------------	--------------------------	----------------	--------------------------	-----------------

Role of child and others involved (tick and names):

<input type="checkbox"/>	Aggressor	<input type="checkbox"/>	Target	<input type="checkbox"/>	Participant	<input type="checkbox"/>	Witness	<input type="checkbox"/>	Bystander

Behaviour type (tick):

Classroom Management	
-Red Letter to Parents	
	Disrespectful 1 - not following instructions from adult, rude to adult
	Disruptive 1 - stopped others from learning, walked out of room
	Emotional 1 low – unkind words toward child, leaving out of group
	Emotional 2 medium – bad language, swearing at child, family cussing, dishonesty/shifting blame
	Physical 1 low – hurting through repeated snatching, pushing
	Physical 2 medium – hurting through spitting, trip, mark/pain to body, throwing objects
Serious Misbehaviour	
– Red Serious Behaviour Letter to Parents	
	Physical 3 high – hurting an adult, punch/kick/wilful or repeated hurt to child
	Emotional 3 high – bullying, threats, racist comments, swearing directed at adult, lying
	Disruptive 2 – wilful or repeated disruptive behaviour
	Disrespectful 2 – repeated refusal
	Stealing/Theft/Damage
	Leaving school site
Parents informed of incident Yes / No (please delete)	
Parents views:	
Pupil feedback	
Pupil views:	

Appendix 6

Red Behaviour Parent Letter

Child's Name _____

Date _____

Dear Parent/Carer,

I am sorry to inform you that your child has behaved poorly in school today. They made choices which have broken our Golden Rules. Your child has:

	used unkind words towards another child
	stopped other children from learning
	not followed instructions
	used bad language, which may have included swearing or offending another child
	walked out of the room
	hurt another child
	thrown things in class or broken things
	been rude to an adult
Further information (if relevant)	

As a result of their poor choices and behaviour your child missed part of their break or lunch time at school today. If there are more incidents this week I will be arranging to meet you.

We know that all families support the school and want the best for their children. Please discuss their behaviour at home. You may also wish to sanction them at home.

Please contact me if you wish to discuss this further. Thank you for your support.

Yours sincerely

Class Teacher

Appendix 8

Support Note

Child's Name _____ Date _____

Dear Parent/Carer,

I am sorry to inform you that your child has been hurt or upset as a result of another child's inappropriate behaviour today. The other child's family have been notified of their child's behaviour and the child has received consequences, including missing break or lunch play.

The other child:

	used unkind words towards your child
	used bad language including swear words towards your child
	was rude about your family
	left your child out of a group or play
	hurt your child
	threw things at your child
Further information (if relevant)	

I will continue to monitor the situation and support your child through discussion and checking in with them over the next week. If the other child continues with their poor behaviour, I will apply further sanctions, meet their parents and talk to senior staff.

Please contact me if you wish to discuss this further.

Yours sincerely

Class Teacher

Appendix 9 Behaviour Issues Identification Sheet

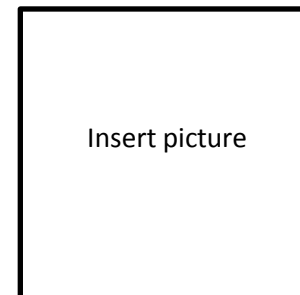
1. Child completes sheet, independently or with adult support.
2. Teacher and child discuss responses. Teacher clarifies answers.
3. Teacher, parent and child discuss. Identify and prioritise key issues. Teacher takes key issues and writes up to 3 associated targets (for Class Behaviour Chart)

Child's name:		Class:	Date:
Teacher:			
In the classroom			
Lessons are	Okay	Too hard	Boring
In class	I stay in my seat	I walk around	I disturb others
On the carpet/at the table	I listen	I call out	I distract others
Using resources	I have things I need	I take things from other children	I throw or flick things
School property	I look after things	I break things sometimes	I take things that aren't mine
School is	A happy place for me	Okay	An unhappy place for me
Getting on with other children			
When I'm with other children	I call them names or swear at them	They call me names or swear at me	I join in name calling with others
If I choose to behave poorly	I'm the one who starts it	I copy or follow others	I laugh when others are naughty
Think about the words you use	I say unkind words	Others say unkind words to me	I don't get involved in horrible words
Think about the things you do	I hurt other children when I'm angry	Other children hurt me	I walk away when things get cross
Working with adults			
When other adults help me	I prefer working in class	I prefer working out of class	I don't like any extra help
I follow instructions from adults	All the time	Most of the time	I ignore adults
Adults	Listen carefully to me	Listen to me sometimes	Never listen to me
I am treated	Fairly by all adults	Fairly by some adults	Unfairly by adults
I accept consequences for my poor choices	Straight away	With some fussing and complaining	With lots of fuss

Appendix 10

Class Behaviour Monitoring Chart

Name:	Class:	Starts:	Ends:
My targets. I am going to improve:			
1.			
2.			
3.			



My achievements. Morning break or 15mins of Lunch Break are LOST until at least 1 😊 and 0 ☹️:

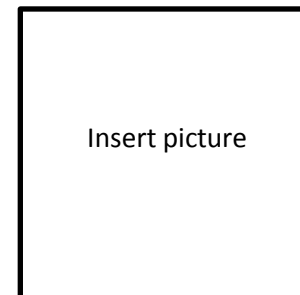
	Lesson 1	Lesson 2	See CT (initials)	Break	Lesson 3	See CT (initials)	Lunch	Lesson 4 & 5	See CT (initials)	Achievements:
Monday										Fully – excellent 😊
Tuesday										Partially – okay 😐
Wednesday										Not enough ☹️
Thursday										Earned break/lunch ☑️
Friday										Lost break/lunch ☒

Teacher report to parent at end of week. Date & Initials:

Teacher update:

Appendix 10.1

Class Behaviour Monitoring Chart - Example



Name: Joe Bloggs	Class: A1	Starts: 01.02.17	Ends: 05.01.17
My targets. I am going to improve:			
1. Not shouting out in class			
2. Talking to my peers with respect and working collaboratively			
3. Not getting out of my seat during lesson times			

My achievements. Morning break or 15mins of Lunch Break are LOST until at least 1 😊 and 0 ☹️:

	Lesson 1	Lesson 2	See CT (initials)	Break	Lesson 3	See CT (initials)	Lunch	Lesson 4 & 5	See CT (initials)	Achievements:
Monday	😊	😊	AB	☑️	☹️	AB	☒	😊	AB	Fully – excellent 😊
Tuesday	☹️	😐	AB	☒	😐	AB	☒	😊	AB	Partially – okay 😐
Wednesday										Not enough ☹️
Thursday										Earned break/lunch ☑️
Friday										Lost break/lunch ☒

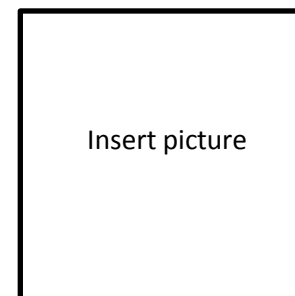
Teacher report to parent at end of week. Date & Initials:

Teacher update:

Appendix 11

Head Teacher Behaviour Monitoring Chart

Name:	Class:	Starts:	Ends:
My targets. I am going to improve:			
1.			
2.			
3.			



My achievements. Morning break or 15mins of Lunch Break are LOST until at least 1 😊 and 0 ☹️:

	Lesson 1	Lesson 2	See CT (initials)	Break	Lesson 3	See CT (initials)	Lunch	Lesson 4 & 5	See CT (initials)	Achievements:
Monday										Fully – excellent 😊
Tuesday										Partially – okay 😐
Wednesday										Not enough ☹️
Thursday										Earned break/lunch ☑️
Friday										Lost break/lunch ☒

Teacher report to parent at end of week. Date & Initials:

Teacher update:

Appendix 12

Triangulation Sheet

Children involved (names):	
Staff involved:	Date:
Child 1 (name):	Child 2 (name):
Outcomes	

Children can move up to Silver and Gold through good behaviour.

