

# Greenlands Community Primary School



## BEHAVIOUR MANAGEMENT POLICY Autumn 2016

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### 1) Statement of Principles

#### Purpose

The Staff and Governors of Greenlands Community Primary School agree the prime purpose of this policy is to develop constructive patterns of behaviour which contribute to effective learning in the classroom and to a harmonious atmosphere throughout school life.

#### Policy Statement

It is our policy to encourage positive attitudes and expect high standards of behaviour in school. Effective learning can only take place in a secure climate of trust and respect. By working in partnership with parents we help our children to understand what is right and what is wrong, what is acceptable and what is not. We foster esteem and confidence to develop assertive self-discipline.

This policy is consistent with DfE and LEA guidelines and is intended for all teaching staff, school Governors, Inspection Teams, LEA Adviser/Inspectors and copies are available for parents from the Headteacher.

#### Aims

- To develop self-discipline in each child and ensure that children learn how to accept responsibility for their own behaviour and how to exercise self-control.
- To enhance self-esteem and help each child to make a positive contribution to the life of the school.
- To ensure the safety and well-being of all the people in our school.
- To establish and maintain an environment in which the children can benefit from the most effective teaching and learning.
- To socialise children to be good citizens.

#### Importance of a Positive Learning Climate in School

The way adults respond to them has a tremendous affect upon children's attitudes and behaviour. Because they learn so much from role models we must all set a good example. To gain respect we must give and expect to receive respect.

## **2) Context**

This policy is consistent with our policies and/ or philosophy re :-

Learning and Teaching

Health and Safety,

SEN

Safe-guarding

Bullying

Racial harmony

e-safety policy

Restraining Care and Control of Pupils

Screening and searching and it is also linked to our Home School Agreement.

Appropriate sections of this policy are also directly linked to our partnership working with the local Sure-Start and Best-Start provision.

## **3) Classroom management**

### **Creating a Positive Learning Climate**

The way adults respond to them has a tremendous affect upon children's attitudes and behaviour. Children/pupils learn so much from role models so it is imperative that we must all set an excellent example all of the time. To gain respect we must give and expect to receive respect.

In the classrooms we create and sustain a positive, supportive and secure environment and provide equal opportunities for all children to succeed. It is our intention that well-planned, stimulating lessons generate good behaviour and earn respect.

### **Code of Conduct**

The staff and Governors have agreed the following principles to develop a caring ethos, establish good conduct and foster effective working relationships in school.

- Respect for ourselves and others.
- Respect for each others' feelings, family and property.
- A growing sense of responsibility towards ourselves, each other and the environment.
- A growing understanding and acceptance of the consequences of our own actions and behaviour.
- Ability to make the right choices.

### **Strategies for Managing behaviour**

Every class has a clear set of rules formulated and agreed by the children and adults in the class. A variety of stickers and certificates are presented regularly to reward conformity and celebrate success. Consequences, also agreed and understood by the children, are applied for breaking the rules. These should be fair, reasonable and appropriate to the misdemeanour. Unfair or overly punitive sanctions have the affect of isolating children from the group and further alienating them from the school community. We all constantly reflect on the quality of Behaviour Management throughout the school.

We like to keep parents informed of good behaviour and to involve them at an early stage if their children have problems. Working in partnership with parents is a crucial factor in overcoming difficulties. If problem behaviour persists or becomes more serious we have formal procedures of recording and referring children, first for further advice and support from agencies such as Lancashire Education Inclusion Service (LEIS) and Golden Hill.

### **Strategies to Create a Positive Learning Climate**

Within the classroom teachers are expected to create and sustain a secure and supportive environment using the following strategies:

- ✓ Have very high expectations of the pupils and of their behaviour
- ✓ Good organisation and management of space, time and people resources
- ✓ Materials and storage spaces clearly labelled
- ✓ A place for everything and everything in its place
- ✓ Good classroom routines
- ✓ Keep classroom tidy, clean and attractive
- ✓ Maintain attractive and interesting displays that support the children's learning
- ✓ Clear, agreed rules with rewards and sanctions
- ✓ Make all required materials and resources accessible to children
- ✓ Be well-prepared for each lesson
- ✓ Differentiate appropriately, using staff to support specific needs
- ✓ Encourage independence and responsibility
- ✓ Extend and motivate with meaningful activities
- ✓ Avoid too many "work sheet" activities
- ✓ Set clear learning objectives
- ✓ Be clear about tasks and activities set for the children
- ✓ Maintain a good pace to the lesson and aim to end each lesson and every day on a positive note

## 4) Rules

The school 'rules' are based on a series of high expectations that serve to re-inforce the following principles with a view to developing a caring ethos, establishing and maintaining good conduct and fostering effective working relationships in our school.

- Respect for ourselves and others.
- Respect for each others' feelings, family and property.
- A growing sense of responsibility towards ourselves, each other and the school and local environment.
- A growing understanding and acceptance of the consequences of our own actions and behaviour.
- Ability to make the right choices.

## 5) Rewards and Sanctions

We very much recognise that for a policy to succeed, it must not only be based on consistent strategies but these must in turn be applied consistently throughout the whole school. However, we feel that as with any 'target' there must be a degree of flexibility so that that each teacher can tailor/personalise' to the needs/demands of each specific cohort/year group. For example we have definite evidence of the sticker reward being sufficient to motivate certain pupils in our school whilst simultaneously in other more challenging year groups, pupils were taken to a golf –driving range as an incentive in order to motivate certain pupils.

### Rewards

Positive systems of reward operate to build self-esteem and reinforce acceptable behaviour. Praise, encouragement, special mentions in assemblies and the awarding of stickers, team points are all intended to achieve success. In our school we endeavour to communicate an ethos of success for all, to develop good rapport and to build trusting relationships based on equal opportunities and mutual respect. We expect good behaviour but do not take it for granted.

Rewards are earned for following the rules, good attendance, being helpful, kind and friendly, for positive attitude, effort and achievement in work. Teachers are encouraged to be innovative and experiment with motivating reward systems. Children feel they have ownership of their class system when they have helped to create it and when they regard it as fair. Teachers also award "Child/ren of the Week" per class with certificates for their special achievements in and around their classroom.

During the Friday 'Merits Assembly' we also reward classes for achieving negotiated targets over the course of the half-term with the winners at the end of each half-term being granted a non-uniform day.

At the end of each full-term every teacher selects two pupils who have made an outstanding contribution to their class that term. The children are then presented with

these certificates in front of their parents at a 'Special Assembly for Parents' which is held during the last week of every term.

Other relevant incentives:-

£10 Toys 'r' Us award for pupils in each year group – linked to 100% attendance

Non-uniform days for the 1) 'team' colour and the 2) class achieving the most awards each half-term.

Half-term disco for the best class behaviour re Tuesday Hymn Practice with Mrs Hatch.

### Sanctions

In creating their class rules system children must agree not only rewards but, where appropriate, sanctions to discourage unacceptable behaviour. Staff working with children who flout the rules must avoid labelling or damaging self-esteem and try to build upon the strengths of the child. It is important to break the cycle of disapproval where one exists by setting realistic and achievable targets. Concentrate on the behaviour rather than the child – accept the child but reject the bad behaviour. Help children to understand cause and effect and to see how they can avoid future problems by considering the consequences of their actions and making the right choices. Use sanctions sparingly and fair.

Suitable Sanctions include:

- ✓ Reprimand – in a clear, calm, quiet manner, away from the limelight.
- ✓ Restitution – put things right wherever possible
- ✓ Apology – this involves taking responsibility and trying to prevent a repetition
- ✓ Segregation – from group or from specific individuals for a period of time or in specific circumstance
- ✓ Withdrawal of privilege – excluded from particular activities including playtime but not curriculum activities such as PE or Educational Visits (except for Health and Safety reasons.)
- ✓ Reports to parents –daily or weekly for a period of time until target achieved.
- ✓ Seclusion – only in extreme cases and only after consultation between the relevant teacher, the mentor and the Headteacher who will liaise with the parents to finalise the exact procedures
- ✓ Fixed term exclusions are carried out only when we have completely exhausted all other types of support both of the child and the family –see 'Types of support below'
- ✓ In absolutely extreme cases then occasionally we have to resort to permanent exclusions.

'Our school' proactive levels of support prior to as a last resort having to apply definite sanctions

Normal rewards and sanctions –operated in a consistent coherent policy throughout the school

IBPs for pupils exhibiting concerns

Full time Behaviour Mentor employed here

Normal Parental involvement

Sure-Start –intervention parental/family support for under 5s and if sibling is a toddler

Best Start -Parents ABC workshop About Boys Course

Best Start – FSM driven Forest Schools –den-making Y1 and own Behaviour Mentor shadowed and cascaded this with other groups of pupils –extended to similar work at Brockholes Reserve

Best Start – 'Tatty Bumpkins' –linked to Sp and List and readiness to settle learn + involve techniques Yoga to settle/prepare 1) In F/S 2012/13 and extended 'TB' in Y2

Own school SAP –Mentor driven support

Buy –in LEIS extra support analysis

Full time SEN support staff in KS1 and KS2

Buy in extra professional Counsellor –re behaviour issues to work with children and families –MC report on findings recently

Involve Jenny Marson -Golden Hill –Introductory intervention and support

Have involved Janette Wallis-Behaviour solutions Hd of referral unit East County

Once SEN inv G Hill –some hourly/support here wk with pupil cohort

Mentor – seclusion

Exclusion as a very last resort

DfE guidance policy '***Exclusions' and misbehaving outside of school premises'***

***The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.***

***Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.***

***Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.***

***Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.***

***It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).***

*Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'*

*The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:*

*Taking part in any school-organised or school-related activity or*

*Travelling to or from school or*

*Wearing the school uniform or*

*In some other way identifiable as a pupil at the school.*

Off-site policy – Head/LT would contact family after ascertaining the facts from representatives in the vicinity of where the problem occurred eg bus-stop/library or wherever and then apply similar rules as for dealing with inappropriate behaviour as those set out for our in-school policy.

## **6) Preventing Bullying**

Please see Appendix A re School Bullying Policy

You will see/infer that many parts of the Bullying policy dovetail with this behaviour policy.

## **7) Confiscation of inappropriate items**

DfE guidance does support the following policy/advice.

Teachers are allowed to confiscate, retain or dispose of pupil's property as a punishment. If staff act lawfully, and reasonably, then staff are protected against liability for damage to, or loss of the confiscated item. Head advises staff to ensure an adult observes this procedure to act as a witness.

Head strongly advises staff not to dispose of relevant item but to return it/ them after a set time limit.

Staff have the power to search for eg knives/stolen items/or any article likely to be used to commit an offence or banned by the school rules as an item which may be searched for.

Head to use discretion re certain items may need to be reported to the police ie weapons/pornography.

## 8) Power to use reasonable force

Key points all in line with recent DfE guidance

No legal requirement for a set policy on this.

- 1) Teachers can physically separate pupils if fighting or if disruptive pupil(s) refuse to leave a room BUT there is a legal duty to make reasonable adjustments for SEN pupils.
- 2) Parental consent is not required before reasonable force is used.
- 3) Clear guidelines are in place for when reasonable force can be used ie if the child is placing him/herself in danger or if there is a danger to other children or adults nearby.
- 4) School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not/is not an automatic response when a member of staff has been used of using excessive force.
- 5) Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

What is reasonable force? Who can use reasonable force? When can reasonable force be used? –Please see Appendix B for DfE guidance

## 9) Roles and Responsibilities

The **governing body** is responsible for setting general principles that inform the behavior policy. The **governing body** must consult the **Head teacher, school staff, parents** and **pupils** when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

**Headteachers** are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Headteachers** must publicise the school behaviour policy, in writing, to **staff, parents** and **pupils** at least once a year.

**Teachers, teaching assistants** and **other paid staff** with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. **Teachers, teaching assistants** and **other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour

**Schools** are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance. Please see Appendix C

**Parents** have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

**Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012] Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

**Parents** are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order

## **10 School Support systems**

### 'Our school' proactive levels of support prior to definite sanctions

Normal rewards and sanctions –operated in a consistent coherent policy throughout the school

Support from Behaviour Mentor employed here

Normal Parental involvement – if two separate meetings are required/two separate occasion

IBPs for pupils exhibiting concerns –Some Behaviour mentor support

Pastoral support programme re Student assistance Programme

SEN support - CAF may be initiated

Head support –CAF may be initiated and relevant MASH links explored –Multi Agency Safeguarding Hub support may be accessed.

'Full-time' support from Behaviour Mentor employed here

Other forms of support:-

Sure-Start –intervention parental/family support for under 5s and if sibling is a toddler

Best Start -Parents ABC workshop About Boys Course

Best Start – FSM driven Forest Schools –den-making

Best Start – 'Tatty Bumpkins' –linked to Sp and List and readiness to settle learn + involve techniques Yoga to settle/prepare 1) In F/S and had extended 'TB' in Y2

Buy –in LEIS extra support analysis

Full time SEN support staff in KS1 and KS2

Buy in extra professional Counsellor –re behaviour issues to work with children and families –MC report on findings recently

Involve Jenny Marson -Golden Hill Short Stay School –Introductory/Proactive intervention and support –can be pupil of group work where relevant

Have involved Janette Wallis-Behaviour solutions Hd of referral unit East County

Mentor – seclusion

Exclusion as a very last resort

\*Additionally, Headteacher (M Charnock) attends meetings every half-term Fair Access Panel (FAP). The FAP is a group of local headteachers who meet with representatives from the LEA and from Golden Hill Short Stay School, Leyland where the names of potentially 'disaffected' pupils are highlighted so that more proactive strategies can be implemented/shared with a view to attempting to minimise the need for exclusion – this strategy may trigger more support from Golden Hill or it may lead to temporary 'managed' moves between the East Preston/Ribbleton cohort of schools.

## **11) Consultation, monitoring and evaluation**

The policy is reviewed annually.

The following people/agencies have been consulted/involved as part of the process in forming this policy

Head/Behavior Mentor with Deputy Head and Leadership team includes SENCO and the Head of Foundation Stage,

School Governors

All teaching and non-teaching staff with relevant sections shared with Head of Local-Sure-Start Children's centre.

## **12) Complaints procedures**

The school's general policy for complaints is found in the School brochure.

Complaints or allegations made against staff members should be made in person/letter to the Headteacher who will record the key details in a specific diary prior to investigating it/ them.

The Head will arrange to meet you again in a few days time to report back on the findings with a view to sharing a suggested course of action.

If parents are not satisfied with this feedback they are made aware that they are entitled to report the issue to the Chair of Governors or the LEA. A similar course of action would occur if the original complaint was about the Head and not a different member of staff. Under these circumstances the names of the Chair of Governors and our LEA School Adviser are then given to the relevant person making the complaint.

Other relevant DfE guidance:-

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

## **Appendix A**

### **Greenlands Community Primary School Bullying Policy**

#### **Purpose**

The Staff and the Governors of Greenlands Community Primary School agree the prime purpose of this policy is ensure the safety, welfare and happiness of all children and staff in school.

#### **Policy Statement**

It is our policy to create a positive ethos of equal opportunities that celebrates individuality; within a climate that recognizes different faiths, views and cultural backgrounds. We encourage each member of the school community to feel valued, to develop tolerance and trust and to respect themselves and others. By working in partnership with parents/guardians we help our children to understand and appreciate the richness and diversity of life in a multicultural society. We foster esteem and confidence to develop open minds and assertive self-discipline. We discourage all forms of manipulation or bullying and take seriously any complaints of such behaviour in our school community.

This policy is consistent with DFE and LEA guidelines and is intended for all the teaching staff, school Governors, Inspection Teams, LEA Adviser/Inspectors and copies are available for parents from the Access Mentor, Deputy Head or Head teacher.

#### **Definition of Bullying**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are

Physical e.g. hitting, kicking, theft

Verbal e.g. name calling, racist, sexist and homophobic remarks

Indirect e.g. spreading rumours, excluding someone from social groups, sending malicious e-mails or text messages.

Taken from DfE – Bullying- ‘Don’t suffer in silence’

#### **Aims and objectives of the Policy**

- We set clear expectations of behaviour and positive attitudes.
- We work and listen to the children to help them understand how other people may be feeling and help them empathise with others.
- We try hard to remove the air of secrecy and deal with the problem out in the open.
- We encourage children to share problems and concerns with an adult, staff or parents/guardians.
- We work with parents/guardians to share understanding and expectations of behaviour as well as information regarding perceived problems.
- If we become aware of potential incidents we deal with them promptly and sympathetically.

- We are vigilant in ensuring that the children play appropriately with the help of mentors and staff to monitor playtimes and providing play leaders with fun activities.
- When we are aware of problems, we attempt to intervene appropriately.
- We have a policy of sharing and listening.
- We will find time to listen to and deal with the worries and concerns of pupils and parents/guardians.
- Through the over-all ethos of the school we reward and reinforce good behaviour, encourage positive attitudes and actions.
- Through curriculum planning, classroom management and good organization across all areas of the curriculum we attempt to avoid situations in which inappropriate behaviour could occur.

### **Strategies to prevent Bullying**

-Importantly we work with all concerned to develop proper strategies to minimize the chances of similar behaviour occurring again. Through training sessions all staff will be made fully aware of procedures for recording and reporting incidents.

-Head and Access Mentor together with our SENCO to liaise with any outside agencies, if necessary

-Mentors to work with relevant children to build mutual understanding, self-confidence and esteem through positive strategies. Help them to feel accepted and valued members of our school community.

-Be alert to possible recurrence of inappropriate behaviour.

### **Responding to reports about bullying School**

The school will take the following steps when dealing with concerns about bullying:

-If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it

-A clear account of the concern will be recorded and given to the head teacher. The initial details to be recorded by the classteacher.

-Depending on the severity of the incident it may well be shared with Access Mentor who will deal with it and will highlight the relevant section on the ABC sheet in green.

-If Headteacher becomes involved then he will deal with it and also highlight the section on the ABC sheet.

All other serious incident issues will be kept in the Exclusion file which is kept in the Heads room – this also includes the relevant points re racist incidents.

-The Headteacher and Access Mentor will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy

-Parents/Guardians of both sides ie victim and perpetrator are informed and that in serious cases a copy of these records are made available to relevant parties.

-The Headteacher always arranges to meet/telephone the relevant parents/carers for a second time (follow up) to check that all actions have been followed up.

The parents/guardians, Head teacher, Access Mentor and the relevant child work together on an action plan IBP (Individual Behaviour Plan) which will reduce the opportunity for another incident to occur again. This system is initiated if a teacher has had to arrange to meet a parent twice relating to incidents of inappropriate behaviour.

If incidents are of a racist nature they are reported to the county immediately. LEA guidelines are obviously followed and headteacher is rigorous about taking immediate action.

### **Pupils and staff**

Pupils and staff who have been bullied will be supported by:-

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.

- Providing reassurance that the bullying will be addressed and offering continuous support eg Restoring self-esteem and confidence through the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.

- Pupils who have bullied will be helped by: discussing what happened and discovering why the pupil became involved.

We pride ourselves on being proactive as opposed to having to be reactive hence we provide:-

Six play-leaders on each yard at lunch-times.

Appropriate INSET for all welfare staff eg Skipping workshop Nov 2010

Dance and Music workshops – (Music outside when weather is appropriate)

Access mentor to provide relevant support to welfare staff where necessary.

Access Mentor on the yard from 8.30am and head from 8.45am

A chill out club held in the IT suite from 12.45 to 1.15pm each day –quiet area for pupils who choose to stay in.

### **The following disciplinary steps can be taken:**

- Teacher to discuss and then try to address issue with child ie both parties re victim and perpetrator.

- If problem still occurs teacher to contact parent.

- If problem still occurs and depending on the severity of incident teacher to ask teaching assistant to work on a 1 to 1 basis with child removed from classroom for limited time only.

- If problem still occurs child sent to “friendly” seclusion with access mentor.

- If problem still occurs child sent to Headteacher. Depending on severity, Head to then implement formal seclusion or indeed fixed exclusion.

- Please note that we always try to provide or access support for the relevant parent and child after the immediate sanction has been carried out.

- If problem continues, Head to then follow LEA Exclusion guidelines liaising with Pupil Access Team.

## **Parents**

Most concerns about bullying will be resolved through discussion between home and school. However, where a parent (ie the parent of the perpetrator) feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure. Please see section 13 of the policy.

Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone. See section 6 of the policy 'outside of school premises'

Referral of the family to external support agencies will be made where appropriate eg GRIP - (Police intervention unit) YOT- Youth Offending Team – Local Police service WTWF (Working together with Families)

## **Preventative measures**

The school will:

1. Our school focus on positive play eg trained play-leaders and the welfare staff.
2. Raise awareness of the nature of bullying through inclusion in PSHE, form tutorial time,
3. Assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
4. We promote positive play workshops eg Yo-Yo assemblies/Skipping workshop and Dance workshops.

We also consider the use of specific strategies, for example peer mentoring, on a regular basis and implement them if appropriate, subject to available resources eg Counsellor, INSET for relevant staff, CAMHS, and Lancashire Parenting Service.

## **Promotion of this policy**

The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and their families.

## **Monitoring, evaluation and review**

The Head will support our Access Mentor lead on the implementation of the policy and act as the link person with the local authority.

A termly report is made to the governing body linked to exclusions and racist Incidents Statistical information will be provided to the local authority as required.

The school will review the policy annually and assess its implementation and effectiveness.

### **What if I am still unhappy with all these steps?**

-Please don't hesitate to contact us to discuss and share your concerns. We assure you that we are as committed to promoting positive behaviour as our parents/guardians. So therefore we aim to find a way forward to support you and your child and ensure that they are happy in our school.

-We pride ourselves on developing key strategies to minimize instances of over aggressive behaviour. We adopt a zero tolerance attitude to bullying where definite bullying result in immediate seclusion and if necessary exclusion.

-Our school policy against bullying has been agreed by the Governors and is referred to in our School Brochure and forms part of this Behaviour Management Policy.

-If as a parent you still are not happy with how the incident was dealt with you may wish to contact Mr. G Tyson ( Chair of Governors) on 01772 792463.

-If the incident relates to a disability your child has you have the right to appeal or make a claim to the SEN and Disability tribunal, 7<sup>th</sup> Floor Windsor House, 50 Victoria Street, London SW1H 0NW.

### **Policy Review**

Reviewed Autumn Term 2016 – next review Autumn 2017

This policy is consistent with our policies on :-

Learning and Teaching

Behaviour

Health and Safety,

SEN

Safe-guarding

Racial harmony

e-safety policy

Restraining Care and Control of Pupils

Screening and searching - and it is also linked to our Home School Agreement

It also pays due regard to advice from DfE 'Behaviour and discipline in Schools'

## **Appendix B DfE Reasonable force**

### **1 What is reasonable force?**

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.**
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.**
- 3) 'Reasonable in the circumstances' means using no more force than is needed.**
- 4) Schools generally use force to control pupils and to restrain them.**
  - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.**
  - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.**
- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.**

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

- 1) All members of school staff have a legal power to use reasonable force.**
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.**

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

- 1) All members of school staff have a legal power to use reasonable force.**
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.**

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

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

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

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

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

**Schools can use reasonable force to:**

**remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;**

**prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;**

**prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;**

**prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts**

## **Appendix C Home School Agreement**

### **The Responsibilities of the school**

#### **The School aims to:**

Provide a safe, happy and caring environment in which every child can achieve high standards of learning and behaviour.

Encourage all children to value learning and enjoy each new experience with confidence and a positive attitude.

Foster good relationships with children and their parents and share success or concerns about the progress of your child.

Develop a sense of responsibility and independence within each child to encourage a community spirit.

Welcome parental involvement in all aspects of school life.

Keep you informed about topics of study, the progress of your child and any other school events, including after school clubs

### **The responsibilities of the parent/guardian**

#### **I/We agree to :**

Make sure my child attends school regularly and send a message of explanation if absent for any reason.

Make sure my child starts school at 8.55am with everything they need – books, P.E

Let school know of any problems or concerns that may affect my child's learning.

Support my child with reading and any other work at home and make sure they bring it back to school on time.

Attend meetings twice a year to discuss my child's progress and discuss any other issues to do with learning.

Work in partnership with the school to support high standards in learning and behaviour.

Make arrangements for my child to return home safely at the end of the school day or after attending clubs.

### **The responsibilities of the child**

#### **I agree to:**

Come to school every day and be on time for lessons.

Keep the school rules and the rules agreed by my class.

To work hard and do the best I can.

To behave in a sensible, reliable and caring manner towards everyone in school.

To come to school in my uniform and bring everything I need for lessons, including my reading book and P.E. kit.

To make sure my parents get all messages sent out from school and know what is happening so that they can make the necessary arrangements

## **Other forms of useful strategies that help.**

### Appendix I

## **Building Good Relationships**

The way in which other people relate to them has a tremendous affect upon children's attitudes and behaviour. They will give respect if they feel secure and respected. Everyone must be treated equally and fairly by adults and other children. To develop and maintain fruitful relationships staff, students and other adults working in school should take the initiative in the following ways:

- ✓ Greet and be greeted
- ✓ Speak and be spoken to
- ✓ Smile and relate
- ✓ Communicate with warmth and sincerity
- ✓ Listen to children

Avoid the following

- ✓ Humiliation
- ✓ Sarcasm
- ✓ Shouting
- ✓ Over-reacting
- ✓ Jumping to conclusions
- ✓ Blanket punishments
- ✓ Any unfair/unequal treatment

## Appendix II

### **Strategies to Create a Positive Learning Climate**

Within the classroom teachers are expected to create and sustain a secure and supportive environment using the following strategies:

- ✓ Good organisation and management of space, time and people resources
- ✓ Materials and storage spaces clearly labelled
- ✓ A place for everything and everything in its place
- ✓ Good classroom routines
- ✓ Keep classroom tidy, clean and attractive
- ✓ Maintain attractive and interesting displays that support the children's learning
- ✓ Clear, agreed rules with rewards and sanctions
- ✓ Make all required materials and resources accessible to children
- ✓ Be well-prepared for each lesson
- ✓ Differentiate appropriately, using staff to support specific needs
- ✓ Encourage independence and responsibility
- ✓ Extend and motivate with meaningful activities
- ✓ Avoid too many "work sheet" activities
- ✓ Set clear learning objectives
- ✓ Be clear about tasks and activities set for the children
- ✓ Maintain a good pace to the lesson
- ✓ End each lesson and every day on a positive note

## Appendix III

### ***Managing Difficult Behaviour***

Difficult behaviour is usually of an attention-seeking nature and best dealt with from the least obtrusive position. If possible it is best to ignore the unacceptable responses and to insist, calmly and politely that the child or children conform to expectations by repeating simply and clearly what you want them to do. Bad behaviours will be reinforced and possibly made worse by over-responding and focusing attention upon them. Try to diffuse and deflect and change behaviour in a positive way.

The following strategies have been agreed by staff and should be adopted:

- ✓ Avoid confrontation
- ✓ Be consistent
- ✓ Use positive body language, be erect and open and hold your head up
- ✓ Use a positive, encouraging tone of voice
- ✓ Talk to child to understand reasons for bad behaviour
- ✓ Be brief
- ✓ Offer a choice of acceptable actions to maintain the child's feelings of independence and esteem
- ✓ Keep the options open
- ✓ Agree realistic targets for improvement
- ✓ Involve parents at an early stage and work together to support child in overcoming difficulties
- ✓ Keep a written record of incidents reported and observed using ABC formula Antecedent, Behaviour, Consequence.
- ✓ Consult the Headteacher, Lead Behaviour Professional, or member of Senior Management Team.
- ✓ If problems persist refer the child to the BIP team and involve the SENCO.

The following problems should be referred to the Mentors or Headteacher for further investigation. All behaviour is a form of communication and extreme behaviour may result from the child's experiences at home or in school.

- Verbal abuse of a racial or sexual nature
  - Serious aggression towards others
  - Defacing of building or school property
  - Stealing
  - Damage to property or work
  - Leaving class without permission
  - Leaving premises without permission
- Intrusion onto the premises by unauthorised persons

## SECLUSION POLICY - 2016

### Why are children secluded?

1. Physical aggression towards adults or children.
2. Verbal abuse.
3. Refusal / Incomplete work.
4. Refusal to return to class after break/ lunch.
5. Refusal to go for lunch.
6. Not following school rules.
7. Disruption in class.

### Seclusion will involve:

1:1 access mentor in Nurture room or library.

Minimal contact.

Work from lesson to complete or a time to reflect .

Time in seclusion depends on the severity of the incident.

Use disabled toilet.

If the work is from English/Maths, this must be caught up.

If the seclusion is for behaviour on the yard, they sit and reflect on their choices in silence until 10 minutes before the end of the afternoon. Then the mentor will talk and evaluate next steps.

Lunch time and break-time will be at different times to the rest of the school.

Parents will be notified by phone if a child is secluded and provided with a reason why, by Mr Charnock.

The child will be dismissed at 3.12 via the Breakfast Club door to lessen contact with peers.

If more than one child is secluded, Mrs Wilkinson will provide extra support and be 1:1 in a different room. (Library, SEN Office, back room, Staff room)

All seclusions will be recorded in the Seclusion diary and ticked to say parents have been contacted.

If a child is secluded more than 3 times in one week, or the incident is severe, the parents will be asked to come into school and meet with members of the Leadership Team to discuss next steps: eg going home at lunch, additional support, and referral to external agencies.

If a child is highly aggressive towards an adult, then it is possible that exclusion may be triggered.

