

Rode and Norton St Philip School Federation

BEHAVIOUR POLICY



Approved by the Governing Body of:

Rode and Norton St Philip School Federation

Date: 7th December 2017

Proposed Date of Future Review October 2018

Rode and Norton St Philip School Federation

Behaviour Policy

Rode and Norton St Philip School Federation seeks to be a caring community based upon Christian principles, developing the potential of children in an atmosphere of enthusiasm, enjoyment, and security. We aim to provide a rich variety of educational experiences and we encourage both individuality and a respect and care for others.

“Do all the good you can;
By all the means you can;
In all the ways you can;
At all the places you can;
At all the times you can;
To all the people you can;
As long as ever you can.”

John Wesley 1703 - 1791

Rationale

We aim to promote good behaviour at Rode and Norton St Philip School Federation through the development of a caring ethos and environment, together with high quality teaching and learning, and procedures which:

- encourage children to treat everyone and everything with respect and kindness,
- encourage children to stop and think before they act, to be accountable for their own behaviour and to understand the impact of their behaviour on others,
- ensure consistency, fairness and clear expectations for all,
- ensure that children are listened to and encouraged to listen to each other,
- encourage a strong partnership between school and home through effective communication with parents and carers and their early involvement whenever needed,
- ensure that all members of our school community show respect towards each other and adhere to the phrase “Do as you would be done by.”

Golden Rules

Our Golden rules are created by the children and are consistent with our rationale and our school values. Currently the rules are:

Stop & think!
Listen!
Try our best!
Respect everyone and everything
Be friends
Be safe!

Circle Time and assembly time is used to clarify issues arising from our ‘Golden Rules’ that children need to be aware of. These rules are displayed in each classroom and around the school and will be discussed and

reviewed on an ongoing regular basis. These are teaching tools, which needs to be constantly reinforced and highlighted. In addition they are in our Golden Rules song.

¹Incentives to Positive Behaviour

If a child successfully applies the Golden Rules, this should be rewarded. In this school, we believe the ideal incentives are a combination of intrinsic and extrinsic rewards, including:

- Warm relationships;
- A stimulating curriculum;
- Positive role models;
- Reward systems in place, which recognise all forms of social and academic achievement and effort.

Central to the incentive scheme is the establishment of privilege time, which is called 'Golden Time'. Staff will explain the link between keeping the Golden Rules and Golden Time. Golden Time normally happens on a Friday and is a celebration of the schools good behaviour and effort. Everyone chooses a favourite activity to do during this time.

Within Early Years, the use of Golden Time as a motivator for good behaviour is not always appropriate, as the children require instant praise and sanctions.

The following rewards are also essential. There are a variety of options, which can be used depending on age, need or choice.

- **Non-verbal praise**

Pats on the back, touch on the shoulders, smiles, thumbs up and winks

- **Verbal praise**

We believe that verbal praise is an important factor in creating positive atmospheres, which will promote good behaviour. We will strive to maintain a minimum ratio of three positives to one negative. Verbal praise can range from a word in the ear to a 'public' recognition in class, and this should be related to the Golden Rules. It can also be given to and by everyone.

- **Privileges or jobs**

Within each class there will be tasks that will be perceived as perks by the children: e.g, collecting and giving out books, checking room resources.

- **Stickers**

Each class has its own supply of stickers that are used to reward the children for good behaviour and good learning. These reinforce all aspects of the Golden Rules.

- **Privilege Time**

On occasions, children may be rewarded by extra time on a given activity, e.g. the computer, puzzles etc

- **Sharing**

In recognition of a particular task or behaviour, the pupil may share their success with others, e.g. the class; the neighbouring class or teacher; a chosen adult (eg. the administrator), the Head teacher and in assemblies.

- **Head teacher** has special stickers for exceptional behaviour, effort or politeness.
- **Positions of Responsibility**
Children may be given a position of responsibility in order to assist staff and other pupils e.g play leaders
- **Golden Time** which takes place after the Rode Hero assembly on a Friday afternoon.
- **Certificates** are distributed in our Friday McGukus Award assemblies. These are always related to our Golden Rules and our School Values.

Consequences

If a child breaks any of the Golden Rules within class times, there will be the following consequences linked to a whole school system using Team Points i.e. visual reminders of children's names on pictures of suns and clouds. This will be age appropriate to the child.

1. Reminder
2. Second reminder/Warning-removal of team point
3. Thinking Time/Time out in class. Time to Reflect and Think Sheet completed- see Appendix 1.
4. Sent to Head Teacher or Assistant Head Teacher. Time to Reflect and Think Sheet completed- see Appendix 1. This will be photocopied and sent to parents/carers for comment and signature.
5. A serious incident will go straight to 4.

NB The child will complete any unfinished work as a result of 3 or 4 at playtimes, Golden time or at home.

- a) At playtimes the same consequences will apply.
- b) Whenever a child is sent to the Headteacher or a member of the Senior Leadership team during class time or playtime the child will complete a Time to Reflect and Think Sheet. A photocopy will be filed in the school office in our Behaviour log.
- c) Disciplinary action may occasionally be required to be taken against pupils who are found to have made any malicious accusation against school staff. In these circumstances the child will receive an appropriate sanction, make reparations to the member of staff and a record of the incident will be kept.
- d) At playtimes children will first be given a warning and then they will have 'time out' for 5 minutes, if the behaviour persists they will be sent in to a member of the leadership team. Any rough or physically aggressive behaviour at these times results in any child involved being sent into a member of the senior leadership team and then missing out on play/lunchtime.
- e) The disciplinary action is required to be taken against pupils who are found to have made any malicious accusation against school staff. In these circumstances the child will receive an appropriate sanction, make reparations to the member of staff and a record of the incident will be kept.
- f) Whenever a child is sent to the Headteacher or a member of the Senior Leadership team during class time or playtime the incident is logged and details recorded in Mrs Tommey's Unhappy Book.

Lunchtime Supervision

- a) Lunchtime Supervisors are responsible for supervising pupils' table manners and general conduct, both in the hall and classrooms where the children eat their food, around the school building, and outside. Children will follow the Golden Rules, which are displayed around the school and

understand the importance of good manners. A member of SLT are on duty at lunchtime to manage situations.

b) Children are encouraged to:

- Sit sensibly and quietly in their seats while eating their lunch
- Show courtesy to other children and staff
- Not talk when their mouths contain food
- Eat in an appropriate manner
- Use a knife and fork appropriately
- Put empty food containers and litter in the correct place, ask politely to leave the table

c) Sanctions: As playtime.

Pupils Conduct Outside the School Gates

a) Any criminal behaviour reported or witnessed outside the school site will be reported to the police.
b) Any non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by staff or reported to school will be dealt with when the child is on school premises. This includes any mis-behaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Under these circumstances the matter should be reported to the headteacher or a member of the senior leadership team and, if appropriate, a relevant sanction will be imposed and where appropriate reparations made to those affected.

Individual Behaviour Plans

Where a child is not responding to the usual incentives and sanctions outlined above an Individual Behaviour Plan will need to be put in place. It is the responsibility of the SENCO to meet with the relevant staff to look for any underlying issues which may be causing the behaviour. A behaviour plan will be agreed which allows all the adults involved to have a common understanding and achieve a consistent approach towards the child.

- Triggers for behaviours will be examined and modifications to the routine of environment made where possible.
- Any signs that negative behaviour may be about to occur are noted and early intervention strategies that work for the child are put into the plan, for example planned ignoring, distraction or humour.
- The process to follow for when the child's behaviour has escalated are also included, this may need to include physical intervention.
- Once a plan has been agreed parents are met with to explain the plan and systems put in place and to discuss how they can support this at home.

Restrictive Physical Intervention

- a) Once physical intervention has needed to be used with a child once a plan has to be put in place should this need to happen again. This information will take the form of a 'Positive Handling Plan' and is included on the child's Behaviour Plan. The Plan will include:
- The specific measures in place to prevent the need for restrictive physical intervention. Restrictive intervention will be a planned last resort.
 - The specific procedure to be used if physical intervention is necessary using Team Teach procedures.
 - Parent/carers involvement to ensure that they are clear about what specific action the school may take, when and why.
- b) Administration:
- A copy of the Behaviour Plan needs to be shared with all those concerned including lunchtime staff and LSAs.
 - An Incident Record to be completed after any incident involving Restrictive Physical Intervention and then logged in a bound book
 - Parents/carers to be informed when an incident has taken place; parents/carers will be asked sign the Incident Record to show they have been informed
 - Behaviour Plans and Incident Record books to be stored centrally for a minimum of seven years after the child has left the school
 - Procedures are in place to debrief staff and pupils after each incident
- c) The Law allows for teachers and other people authorised by the Head Teacher to use Restrictive Physical Intervention to prevent a pupil doing or continuing to do any of the following:
- Injuring themselves
 - Injuring others
 - Causing damage to property
 - Committing a criminal offence
 - and to maintain good order and discipline in the classroom. This may include the use of reasonable force to:
 - remove disruptive children 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
 - restrain a pupil at risk of harming themselves through physical outbursts.
- d) Physical handling may also be necessary in situations of clear danger or extreme urgency. Certain pupils may become distressed, agitated, or out of control and need calming with Restrictive Physical Intervention. It can only be used when there are good grounds for believing that immediate action is needed and is in the child's best interests and only minimum force will be necessary using sanctioned Team Teach holds.
- e) Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

- f) Restrictive Physical Intervention is where bodily contact using force is used it is an act of care and control, not a punishment. It refers to any instance where “reasonable force” is used to control or restrain pupils. **It is important to ensure that the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.**
- g) All teaching and learning support staff are authorised by the Head Teacher to have control of pupils, and must act in accordance with this policy. All staff will receive Team Teach training so that any physical intervention carried out is safe and every effort will be made to secure the presence of other staff.

Exclusions

Exclusion is an extreme step and will only be taken in cases where the child has been placed on a behaviour plan and it has not been possible to manage their behaviour through the Proactive and Early interventions outlined on the plan or when an exceptionally serious incident takes place.

Government guidance states that:

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

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher’s duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

‘Informal’ or ‘unofficial’ exclusions, such as sending pupils home ‘to cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Anti-Bullying in School

- a) We aim to create an atmosphere where everyone feels safe and secure in the knowledge that positive steps are taken to tackle problems. Bullying will not be tolerated in any form.
- b) Through assemblies, SEAL and circle time, pupils are actively encouraged to approach members of staff in the knowledge that they will be listened to and their worries or fears will be taken seriously. Parents are notified of our concerns and are actively encouraged to work with the school to prevent or stop bullying. Where a child is being bullied, extra support will be given.
- c) Careful provision is made for the supervision of the playground, dining hall, toilets and after-school activities. Adults are aware of ‘blind spots’ in and around the school where bullying could take place.
- d) Plans are made to help new pupils settle in and make friends quickly so that they are less likely to be bullied.
- e) Where bullying occurs, a member of the Senior Leadership Team will be involved in clarifying what has happened and will work with the child, and other adults in resolving the situation. If necessary, parents will be required to discuss appropriate resolutions.

- f) Parent concerns about bullying are always followed up with children involved and any outcomes are related back to parents. This is all recorded by the class teacher.

Confiscation

School staff have legal provision to confiscate items from pupils and to search for prohibited items without consent.

Prohibited items are:

- any article that the member of staff reasonably suspects has been, or is likely to be used:
 1. to commit an offence
 2. to cause personal injury to, or damage to the property of, any person (including the pupil)

Additionally at Rode and Norton St Philip School Federation the following items should also not be brought to school:

- mobile phones
- electronic music or gaming devices

Staff will retain any confiscated items and where appropriate return them within a reasonable period of time. However, staff are required to hand weapons and knives, drugs and extreme or child pornography over to the police. Any stolen items are also required to be passed to the police or returned to the owner. All other 'Prohibited' items will be disposed of appropriately; they will not be returned to the pupil.







With reference to:

Department for Education Guidance:
(updated September 2015)



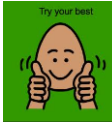



Behaviour and Discipline in Schools
Guidance for headteachers and school governing bodies
Getting the simple things right: Charlie Taylor's behaviour
checklists
Use of Reasonable Force (July 2013)
Exclusion from Mainstream Schools, Academies and Pupil
Referral Units in England
Screening, Searching and Confiscation

(updated September 2017)

Rode and Norton St Philip School Federation
Time to Reflect and Think Sheet 1

My name is....	The date is..... The time is.....
Put a circle around the Golden Rule that you have broken.	
	Listen!
Stop and Think!	
	Try our best!
Respect everyone and everything!	
	Be friends!
Be safe!	
Why was it a bad choice?	
What can I do now?	
This reflection sheet was issued by...	

Rode and Norton St Philip School Federation
Time to Reflect and Think Sheet 2

My name is....	The date is..... The time is.....
Put a circle around the Golden Rule that you have broken.	
	Listen!
Stop and Think!	
	Try our best!
Respect everyone and everything!	
	Be friends!
Be safe!	
Why was it a bad choice?	
What can I do now?	
Parent/ carer sign and comment	
This reflection sheet was issued by...	

