

Tolleshunt D'Arcy St. Nicholas C of E Primary Academy



Believe Belong Achieve

Behaviour Policy

Adopted: 2020/21

Next Review: 2022/13

Introduction

Our role at Tolleshunt D'Arcy St Nicholas is to provide a safe and structured environment in which teachers can teach and children can learn. Within the framework of our Christian values, children are encouraged to develop respect, compassion and a spirit of forgiveness, understanding and restorative justice towards one another.

At Tolleshunt D'Arcy St Nicholas we expect:

- *Pupils* to show respect, kindness and courtesy towards everyone; pupils to be prepared to learn and play; pupils to be truthful.
- *Parents* to encourage their children to show respect, and support the school's authority to discipline its pupils;
- The *Headteacher* to create a culture of respect by supporting the staff's authority to reward and discipline pupils and ensuring that this happens consistently throughout the school;
- All *adults* in school to effectively manage and improve children's behaviour.

The curriculum and adherence to British Values i.e. the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs as well as our Church of England values are central to maintaining order in our school. The school must provide an opportunity to discuss the need for rules in our society and their role as protector of all our rights, promote selfdiscipline, a sense of care for one another and a dislike of irresponsible behaviour.

The Standard of behaviour expected of pupils

This is how pupils are expected to behave in and around the school:

As a member of Tolleshunt D'Arcy St Nicholas you have a responsibility

- To respect others' culture, ethnicity, feelings, values and beliefs
- To behave in a safe way and follow the school routines
- To take responsibility for your own belongings and homework
- Take good care of the school equipment and school property
- Tell a member of staff if you are worried or unhappy or see someone being treated unkindly
- Be kind and caring towards everyone
- To listen and speak kindly and politely to peers and adults
- Walk sensibly in school, line up silently, keep quiet in assemblies
- Sign the Home-School Agreement and follow the expectations.

A Consistent Approach to Behaviour Management

Consistency is the key to promoting a safe learning environment throughout the day. Maintaining good behaviour and discipline is 'everybody's business' in our school. All adults should follow this policy. They should model the expected behaviours, promote a love of learning and good learning behaviours, show appreciation of the efforts and contributions of all, and use the rewards and sanctions systems consistently.

The Role of the Classroom Teacher is to

- Establish a well organised classroom and provide interesting and challenging learning experiences.
- At the beginning of each school year establish classroom rules and routines which must be shared, agreed and displayed.

- Display the rewards and sanctions systems in their classroom.
- Consider the needs of all children when planning activities and differentiate the learning.
- Display a visual timetable every day.
- Follow the behaviour checklist every morning and after lunch. See Appendix 1
- Ensure that all other adults implement the behaviour policy.
- Maintain an interest in the behaviour of the children during playtime and lunch times and communicate their expectations even though the supervision may have temporarily passed to another adult.
- Display photographs or other reminders to illustrate children behaving well
- Continually teach the rules and praise children who are seen to be demonstrating them

The Role of the Headteacher is to

- Lead by example.
- Ensure absolute clarity about the expected standard of pupils' behaviour and the high expectations in the learning behaviours.
- Ensure that the behaviour policy is understood by all staff, parents and pupils.
- Display school rules clearly around the building.
- Ensure that rewards and sanctions are applied consistently by all adults.
- Ensure the Leadership Team are a visible presence around the school.
- Check that the pupils move around the school and from the playground in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.
- Praise the good performance of staff and take action to deal with staff failing to follow the behaviour policy.
- Celebrate successes and praise the good learning behaviour of pupils as shown in the books
- Monitor praise, rewards and sanctions implemented by staff.
- Establish clear plans and suitable support for pupils who misbehave.
- Build positive relationships with all the parents.
- Ensure regular meetings take place in which the senior leadership of the school monitors the consistency of responses from staff and the pupils' attitudes to their learning.
- Sign the Home-School agreement
- Ensure the Home-School Agreement is reviewed annually and sent home together with a copy of the Behaviour Policy.
- Review the behaviour policy at the end of each school year and consult with all stakeholders.

The Role of the Governing Body is to

- Ensure that there are school policies designed to promote good discipline and behaviour.
- Have regard to guidance issued by the Secretary of State.
- Give clear advice and guidance to the Headteacher on which s/he can base the school behaviour policy.
- Make, and from time to time review, a *written statement of general principles* to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.
- Consider their duty requiring them to safeguard and promote the welfare of children and to eliminate discrimination.

Our Behaviour System: Rewards

- Good behaviour is praised.
- All the pupils in the school belong to a *House*: Allingham (Green), Salter (Yellow), D'Arcy (Red) and Blackwater (Blue).
- The winning *House* also gets *an extra reward at the end of term*.
- Pupils who demonstrate one of our *Christian Values* can be awarded a '*Values Certificate*'.
- In addition to this, staff also use other strategies, such as: A *visit* to show their good work to another teacher, a senior leader or the Headteacher. A *reward sticker*. An *Achievement Certificate* in the weekly celebration assembly.

Our Behaviour System: Sanctions

- Consistency when dealing with incidents of unacceptable behaviour is paramount. There is a whole spectrum of strategies which staff can use to deal with unacceptable behaviour, from the 'raising of an eye brow' at one end, to permanent exclusion right at the other end. Staff use these appropriately according to the seriousness of the offence. Punishments should always be reasonable, taking account of the circumstances, age of pupil, any special educational needs or disability and any religious requirements affecting them.
- Some of the strategies which can be used are as follows: Pupils are kept in for part of morning break or lunchbreak. For persistent poor behaviour a meeting will be arranged with parents. o Serious incidents are recorded on an ABC form copied to the Headteacher- See Appendix 3.
- The Inclusion Leader or other Senior Leaders will advise where appropriate on specific programmes for individual children. Pastoral Support Programmes, Consistent Management Plans or Risk Assessments may be put in place.

Exclusion

The exclusion of a pupil is always the last resort. However, if there has been a series of unwanted behaviours or a physical attack on another person then exclusion may be the most appropriate and immediate sanction.

The Powers to Reward and Discipline off the School Premises

The rewards and sanctions apply anywhere off the school premises which are witnessed by a staff member or reported to the school:

- when they are taking part in any school-organised or school-related activity
- Travelling to and from school including the journey on and off the bus - Wearing the school uniform
- In some other way identifiable as a pupil at the school

It also applies in instances that:

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

Confiscation of Inappropriate Items

This forms part of the general power to discipline and enables any member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss from, any confiscated items. The items must be handed in to the School Office where they will be kept and given back to the parents following a meeting with the Head teacher.

The school has also the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. This is described in more detail in separate guidance in 'Screening, Searching and Confiscation- guidance for school leaders, staff and governing bodies'. Weapons and knives are always handed over to the police.

Coping with Challenging Behaviour

The following guidelines are intended to give teachers a clear understanding of the scope of their authority and responsibility and to give advice about what to do when dealing with incidents of this nature.

In cases where a child runs out of class, an adult should follow and monitor from a distance. The teacher should ensure that the Head teacher or a senior member of staff is informed as quickly as possible.

Power to Use Reasonable Force

- All children and young people have a right to be treated with dignity and respect, and to be protected from their own and others dangerous behaviour.
- Any type of force should only be used as a last resort.
- The legal provisions on school discipline provide all members of staff with the power to use physical intervention and reasonable force to control or restrain, in order to avert danger, prevent or deflect a pupil's action, to prevent pupils from committing an offence, injuring themselves or others, damaging property or injuring themselves by running away from school, or by removing the physical object which could be used to harm themselves and others.
- Reasonable force needs to be reasonable, proportionate necessary and where no more force than necessary is used.
- Control means either passive physical contact (standing between pupils) or restraint (physically holding in order to bring a pupil under control)

- In the case of restraint, the degree of force used will depend on the age, understanding, physical maturity, and developmental age, gender of the pupil and whether the pupil has a special educational need. The restraint is based on an assessment of the risks associated with the intervention.
 - The decision to use either control or restraint is down to the professional judgement of the staff member concerned. There is no requirement for parental consent.
 - The school follows the separate advice, 'Use of reasonable Force- guidance to school leaders, staff and governing bodies.'
 - The Head teacher is responsible for implementing the use of force, its monitoring and to review its impact.
 - Whenever it is reasonably foreseeable that a pupil might require the use of a physical intervention, a risk assessment should be carried out to identify the benefits and risks associated with different intervention strategies and ways of supporting the pupil, and it should be part of a Consistent Management Plan agreed with the parents.
- Initially proactive and preventative measures are adopted to de-escalate:
 - use of language, gestures and communication support aids,
 - positive tone of voice and non-threatening body stance
 - listening, observing, reassuring
 - Negotiating with all parties in different forms
 - Asking parties to leave the scene
 - Taking the child's problem seriously
- Before physical intervention all staff must:
 - Give a verbal warning or appropriate gesture e.g. British sign language
 - Use a decisive tone of voice appropriate to the needs of the child, unambiguous and clear.
 - Be aware of preventative measures
- Except in emergencies, more than one adult should be present.
 - All staff must follow this guidance.
 - All staff must use their professional judgement at all times so that the contact is not perceived as threatening, intrusive or subject to misinterpretation.
 - Staff are reminded that if a pupil is determined to leave the school's premises, and the use of physical intervention does not successfully prevent them doing so, the pupil should be allowed to leave. Staff should advise the police and the pupil's parents/guardians. The pupil should be warned of this.
 - A pupil who cannot be controlled by reasonable physical intervention and absconds on a regular basis, and thus places him/herself at risk of serious harm, is likely to require an individualised behaviour programme, further intervention strategies and/or multi-agency support.
 - Two members of our staff have had Essex Step-On Training.

Recording and Monitoring-Serious Incidents

- All incidents are recorded and reported to the Head teacher and/or a senior leader immediately following an incident and clearly recorded in an incident book with consecutively numbered pages in accordance with the Essex County Council's incident reporting procedures.
- Incidents are reported within one day after the event and the recording must follow the school's agreed template.
- The pupil's parent/guardian must be informed at the end of the working day.
- The interventions are monitored to help the school develop its practice and policy, inform risk assessment and management and to identify training and development needs.
- Governors and Discipline Committee are given an annual report from the Head teacher and provide guidance and support in the prevention and implementation of physical intervention and contribute to the development of the policy.

Post Incident Support

- All injuries are reported and recorded in accordance with school procedures.
- The First Aider will check for injuries, provide first aid/arrange for medical aid.
- The Head teacher will seek help provide staff and pupils with support after incidents in the form of de-briefing and/or counselling as appropriate.

Complaints and Allegations

The Local Authority Designated Officer (LADO) will give advice and guidance on how concerns or allegations against adults should be investigated.

The Headteacher or Chair of Governors should contact the Essex Children and Family Hub on **0345 6037627** if you have concerns or receive a complaint or allegation that a worker/volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

The Local Authority Designated Officer will advise on action to take next.

Any referral should be followed up with a **referral form**. This form must be completed and emailed immediately to the Duty Local Authority Designated Officer (LADO).

If a concern is raised outside of office hours, and you think a referral to Social Care is required you should contact Essex Social care on **0845 606 1212** and inform the Local Authority Designated Officer at the first available opportunity.

Bullying

This guidance is intended to outline the procedures should an incident occur and to ensure that swift action is taken and the approach is consistent throughout the school.

It also outlines measures to prevent bullying from occurring in our school.

What is Bullying?

- It can be described as an unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, excluding someone from a group on purpose and the use of homophobic language.
- We have spent time talking with the children to clarify exactly what bullying is, as there are a number of incidents in school that happen that can look like bullying behaviour but are one off incidents and need to be dealt with differently.
- The school community also needs to be aware of cyber bullying particularly inappropriate usage of mobile phones and the internet, deliberately to upset someone. Cyber bullying can take place at any time and can intrude into places that have previously been regarded as safe or personal.
- The school community has a duty to protect all its members and provide a safe, healthy environment. Everyone could be at risk of being bullied.
- Pupils complete a bullying questionnaire annually.

How can we prevent it happening?

Values of respect for staff and other pupils, an understanding of the value of education, a clear understanding of how our actions affect others permeate the whole school environment as well as an open culture: in the playground, corridors, classrooms and beyond the school gates.

The knowledge and the values that children are taught in lessons are reinforced by staff and older pupils setting an excellent example to others and should prevent bullying occurring in the first place.

Overall, good practice means prevention and intervention

- Parents are involved to ensure they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe their child is being bullied.
- We celebrate each child as a child of God following our Church of England values
- Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- All school staff are determined to prevent bullying occurring, they are skilled in considering the motivations behind bullying behaviour.
- School staff are proactive in gathering intelligence about issues between pupils which might provoke conflict.
- Staff will be vigilant when supervising the use of email by pupils and the internet to ensure that there is no unsuitable content.
- Implement disciplinary sanctions fairly, consistently and reasonably taking into account any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
- Provide effective staff training: principles and purpose of our policy; legal responsibilities regarding bullying, how to solve problems and where to seek support.
- Work with the wider community to stay safe
- Make it easy for pupils to report bullying inside or outside of school.
- The school reports to the Governing Body about the impact of its anti-bullying policy.

What is the school's approach to dealing with bullying?

The school has a zero tolerance approach and uses restorative justice. When a parent reports bullying or a child discloses that they are being bullied there is an initial meeting with the child and the member of staff dealing with it. The victim is asked what happened and also invited to either draw a picture or write how the bullying is making them feel and asked if they would like this shared with the support group. The child will be asked how safe they feel in school on a scale of 1 -10 with one being very unsafe and 10 being very safe. This is recorded so that the improvement in the child's wellbeing can be monitored over time. They are then asked who they feel would support them in school or to identify children who they trust.

What should we do after the initial meeting?

- Working with the victim:
 - Discuss the supervision of children to make sure the opportunities for bullying are minimised
 - To give the victim immediate protection in free time, it may be appropriate for them to be given a task to do, such as tidying the library, sorting games or working on the computer. This will give a bit of breathing space and may break the pattern of bullying.
 - Support the victim by giving him/her some strategies to deal with the bullying and not be victimised e.g. stay in sight of adults, stay calm, try not to lose your temper, practise walking away from any taunts, ask if they could be provoking the attack. Above all reassure the victim that there is nothing wrong with him/her and it is the bully who has the problem and needs to change his/her behaviour.
 - Make sure the bullying has stopped / review the situation regularly with all concerned.
 - If necessary, work with the school's play therapist
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- Working with the bully:
 - Try not to apportion blame or be judgemental
 - Encourage the child to set his/her own achievable target for changing their behaviour
 - Discuss and role-play acceptable social behaviour, the bully may be suffering from low self-esteem, she/he may be using the bullying to gain the attention of other children because of difficulties in forming friendships.
 - If appropriate arrange for a meeting with the EP/Behaviour Support/Children's Services.

Watch out for the warning signs

Children who are being bullied are often under extreme stress and may behave in a way which is out of character. The following signs, which if several are present, could be an indication that a child is being bullied: Bed-wetting, nail-biting, nervous tics, night terrors, sleep walking, flinching, jumpiness, forgetfulness, distractibility, underachievement, personality change – snappy, withdrawn, tired indications of not sleeping, weepiness, outbursts of crying, loss of appetite, demands for money, school refusal, wish to change routines, lack of confidence, temper flare-ups, hanging back, staying behind late at school, mislaid books, equipment, belongings, torn or damaged clothing, bruises and cuts, fear of the dark, of sudden noises, of physical contact with others, avoidance of specific lessons or days e.g. games, swimming, psychosomatic illness, non-specific pains, headaches, tummy upsets.

- Advice for Children
- Tell a teacher or any adult in school.
- Tell your mum and dad.
- Do not be afraid of telling someone if you are bullied.
- If you are a bully – STOP – because we are a telling school.
- Never fight back, you will be breaking our rules.
- Do not join the bully's gang. Look after each other

We need to remind the children about this advice on a regular basis and bullying is a regular theme at school assemblies. We will discuss it at the beginning of every term and will endeavour to have a week of activities specifically linked to 'Anti-Bullying', generally in the month of November. The school also takes part in the 'Anti-Bullying Ambassadors Programme' (The Diana Award).

Pupil support systems

- Support Group Method for anti-bullying strategies
- Play leaders from Year 5 and Year 6 trained by the Pastoral Care Team
- Mediation by peers
- Play therapy
- Safe place/Safe person approach
- Lunchtime Room
- worry boxes in classrooms.

Staff Development and Support

At induction, when a new member of staff joins the school, the Headteacher will spend some time explaining The Behaviour and Discipline Policy including our measures to prevent bullying.

All members of staff regardless of their role in school will receive:

- Annual training in behaviour strategies and reminders how to deal with situations
- Update on the review of Behaviour Policy
- Training on how to deal with bullying and racist incidents. Regular review in performance management meetings
- Coaching
- An awareness of the link between all the policies related to personal development, behaviour and welfare

The nature and extent of any training will depend upon the characteristics of the pupils who may require a physical intervention, the behaviours they present and the responsibilities of individual members of staff.

Key staff members receive training and disseminate this practice within the school.

Parents and Volunteers in School

It is important that parents are aware of the classroom rules and the ethos of the school and that they understand the emphasis on rewarding positive behaviour.

Parents are required to sign a Home School Agreement that outlines the responsibilities of the parent and the school, including those around behaviour and attendance. Parents have a clear role in making sure their child attends punctually and regularly.

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

APPENDIX 1

Behaviour Checklist for teaching staff

Classroom

- Meet & greet pupil when they come into the classroom
- Display rules and routines
- Have a visual timetable for each day-share with the pupils and staff
- Display sanctions & rewards
- Have a system in place to follow through with all the sanctions
- Follow the school behaviour policy

Pupils

- Know the children, focus of the relationships with them
- Have a plan for the children who are likely to misbehave
- Understand pupils' special needs

Teaching

- Ensure all resources are prepared in advance
- Take time to listen to children
- Praise the behaviour you want to see more of.
- Praise the children who are doing the right thing more than noticing those making wrong choice= parallel praise
- Differentiate
- Stay calm
- Avoid sarcasm
- Have clear routines & transitions and for stopping the class. Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour: let them know about the good days as well as the bad ones.

APPENDIX 2

Let's solve the problem together

The 5Ws

What's the problem between us?

Why do you think it happened?

What rule has been broken?

What can I do to make it better?

Who could I ask to help me?

ABC analysis record

Day _____ Date _____ Time _____ Location _____
 Pupil(s) Involved _____ Completed by: _____

<p>Antecedents <i>What happened before the behaviour?</i></p>	<p>What changes need to occur?</p>
<p>Behaviour <i>What did the pupil do?</i></p>	<p>What behaviour would be preferable?</p>
<p>Consequences <i>What response was made by staff/pupils?</i></p>	<p>What changes need to occur?</p>
<p>What happened as a result? Positive or negative?</p>	

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Tolleshunt D'Arcy St Nicholas Cof E Primary School

Incident Report related to the use of reasonable force

Incident number:

Date:

Name of pupil:

Staff Involved:

Nature of the incident prior using reasonable force:

Nature of the reasonable Force applied and rationale:

Communication with parents/Carers

Follow-up

Incident reported by: