

# SHANKLEA PRIMARY SCHOOL

## Behaviour Policy

Policy Control Details			
Date policy approved:	September 2022		
Prepared by:	L Greenwood	Signature	Date
Approved for issue by:	Sara Baxter (Acting Headteacher)	Signature	Date
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Review required by:	September 2023		
Responsibility for review:	Performance Improvement Committee		

# **SHANKLEA PRIMARY SCHOOL: Behaviour Policy**

## **Statement of intent**

Shanklea Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## **Pupil expectations**

Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.

- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

It is the responsibility of all adults in school to monitor behaviour; rewarding good behaviour and dealing with problems that arise. Staff need to be aware of the school rules and ensure that they are followed.

### **School Rules**

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks me and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher asks.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

**Children will need to understand that if they don't follow the rules then there may be consequences. The following steps will be displayed in each classroom.**

All children start the day on green on the traffic light system. All children on gold at the end of the day will be awarded with 10 castle points.

**Step 1** – I will be reminded about my behaviour by the teacher

**Step 2** – A 2nd behaviour reminder will be given and I will move to amber on the traffic light system.

**Step 3** – I will move to red and then be given time to reflect on my behaviour in the Quiet Area. The incident will be recorded and my teacher will inform my parents.

**Step 4** – If I have repeated episodes where I am moved to red, the behaviour will be discussed with a senior member of staff and my parents/carers will be contacted by my teacher to discuss ways to improve my behaviour. A behaviour contract may be set up with targets set in agreement with parents/carers and my teacher.

**Step 5** – I will work in isolation as agreed by The Headteacher.

**Step 6** – Suspension or permanent exclusion.

### **Rewards**

All children will begin each day (KS2)/session (KS1) on green on the traffic light system and will be rewarded for hard work and good behaviour by moving up the traffic light system

towards gold. All children on gold at the end of the day/session will receive 10 castle points. Teachers may choose to reward children who end the day/session on silver too. Rewards are used to encourage and promote good behaviour and could also include:

Verbal praise and recognition either individually or in groups. This could also include messages or phone calls home to parents.

Material awards such as certificates, stickers or prizes.

Recognition as individuals, groups or whole classes in Achievement Assembly each Friday.

Castle points awarded which are collected by each castle. The castle with the highest total will be rewarded with a non-uniform day at the end of each half term.

All children should be progressing in such a way that it is possible for them to receive awards at different points to encourage progress, achievement and good behaviour which will lead to gold by the end of the day/session.

### **Sanctions**

A hierarchal structure of sanctions is to be used so that different levels of behaviour are treated appropriately. Warnings must be incorporated in the structure so that the focus is on improved behaviour.

The following model should be used (not all behaviours are listed). The reward system should be integrated into this model so that improvement is acknowledged.

Any incidences of behaviour progressing to level 2 and beyond must be recorded on CPOMS including any children who are given reflection time in the Quiet Area due to reaching red on the traffic light system. This information will be shared with SLT and also parents.

### **Challenging Behaviour**

We recognise that there are instances in which pupils may display challenging behaviour as a result of a number of factors, e.g. underlying problems, a negative classroom environment or poor teacher-pupil relationships. Shanklea Primary School adopts an effective approach towards preventing and managing these instances of challenging behaviour to minimise disruption for other pupils and promote the safety of the whole school community.

Shanklea Primary School defines the following as “challenging” behaviour:

- Discriminative abuse
- Verbal abuse
- Bullying (see anti-bullying policy)
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of the teacher

Staff members are responsible for identifying potential safeguarding issues and for recognising when they may also indicate pupils may engage in challenging or disruptive behaviour. In accordance with the school's Child Protection and Safeguarding Policy, all staff members are aware of safeguarding concerns and potential indicators.

### **De-escalation strategies**

Where challenging behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

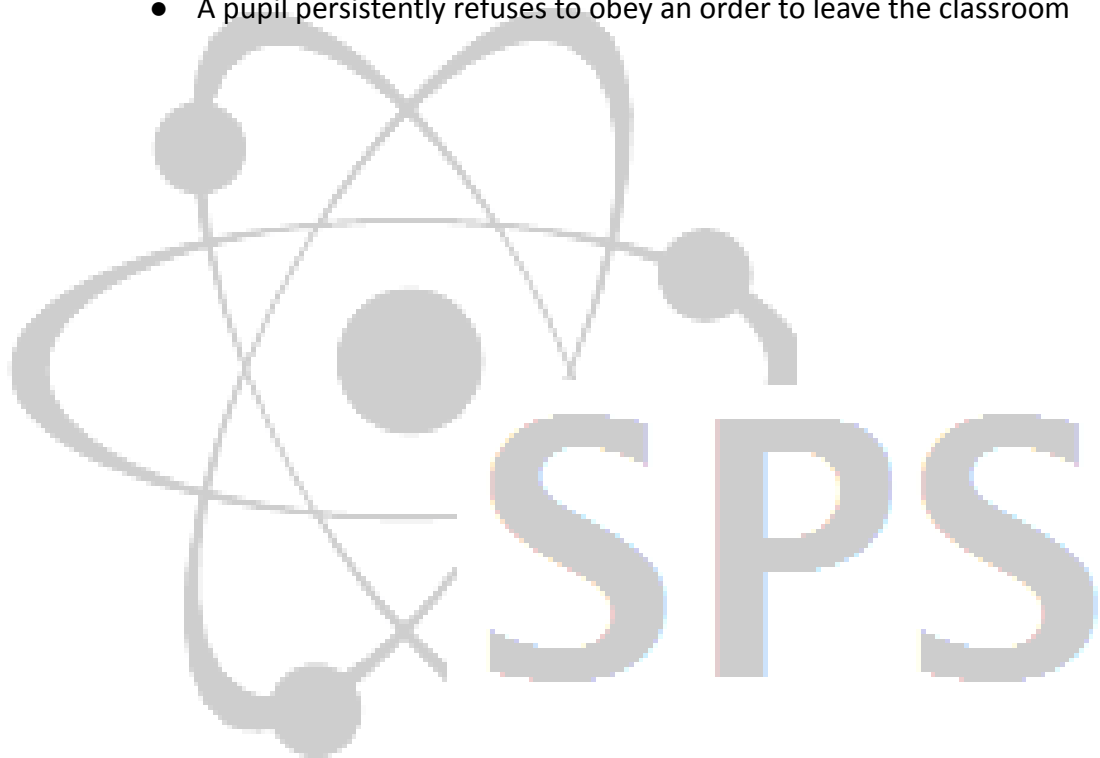
### **Intervention**

In line with the school's Behaviour and Physical Intervention Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

1.1. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property

- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom



	Level 1	Level 2	Level 3	Level 4
<b>Behaviour</b>	<p>Not listening in class.</p> <p>Not working in class.</p> <p>Interrupting</p> <p>Shouting out</p> <p>Breach of playtime rules</p>	<p>Challenging response to an adult</p> <p>Preventing other children from working</p> <p>Persistent breach of playground rules</p>	<p>Poor/aggressive response to sanctions or adults</p> <p>Hurting children or adults</p> <p>Fighting</p> <p>Bullying</p> <p>Use of verbally aggressive or inappropriate language</p> <p>Damage to school property</p> <p>Uncontrolled lunchtime behaviour</p>	<p>Violent or threatening behaviour</p> <p>Verbal abuse</p> <p>Persistent challenging behaviour such as examples from previous levels</p> <p>Persistent disruptive behaviour</p>

<b>Response</b>	<ol style="list-style-type: none"> <li>1. Verbal reminder of behaviour</li> <li>2. Move down traffic light system</li> <li>3. Speak to children privately</li> </ol>	<ol style="list-style-type: none"> <li>1. Move down the traffic light system</li> <li>2. Time provided for reflection in the Quiet Area</li> <li>3. Parents informed</li> <li>4. Behaviour recorded on CPOMs and shared with SLT</li> </ol>	Refer to SLT who will decide if the next step will be to: <ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Consider behaviour plan for the future</li> <li>• Lunchtime exclusion</li> </ul>	Refer to HT for further responses which could include: <ul style="list-style-type: none"> <li>- Referral to a specialist practitioner</li> <li>- Lunchtime exclusion for up to 5 days</li> <li>- Suspension/permanent exclusion</li> </ul>
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**Children with individual behaviour needs will require an individualised personalised behaviour plan agreed with parents, specialist agencies and SENDCO which has clear rewards and sanctions.**

### **Suspensions and Permanent Exclusions**

Should the above strategies fail to achieve the desired results and the child's behaviour is a serious breach of this policy or allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher will consider a suspension in accordance with DfE Guidelines. The Headteacher may also, following reflection, use a permanent exclusion in response to serious or persistent breaches of the school's behaviour policy.

Northumberland County Council agreed Exclusion Policy will be put in place. The appropriate outside agencies will be contacted to review the situation.

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Exclusion-from-school-in-Northumberland.pdf>



## Physical Intervention Policy

### Rationale

Shanklea Primary School recognises that the occasions when it will become necessary to physically restrain pupils will be very rare and only when there is no alternative in their and others' interests and safety.

Shanklea Primary School recognises the importance of placing its policy on physical intervention within the context of our whole school approach to behaviour. Our behaviour policy sets out the steps taken within school to positively promote and encourage good behaviour amongst pupils. It is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps which staff might feel it becomes necessary to apply.

Shanklea Primary School also recognises the very real difficulties which staff can sometimes be faced with in their day to day dealings with pupils on matters involving behaviour and discipline. Our approach to the issue of physical intervention is that:

- Pupils are entitled to a safe and secure environment in which the highest value is placed on learning on how to behave towards others
- Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in difficult situations

### Our Policy

The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may conceivably involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control.

Physical intervention should at no time be used as a threat, as punishment to the pupil or to force compliance with staff instructions when there is no risk of injury or of serious harm to property.

Physical intervention will only be used in the following circumstances:

- the child is attempting to harm himself/herself, or his/her actions may result in harm;
- there is a substantial risk of physical injury to a member of staff or a member of the public
- serious damage to property is being caused
- it is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken

Wherever possible, staff should exhaust a range of appropriate behaviour management strategies aimed at preventing the situation from reaching the point at which physical intervention becomes considered - for example, discussion, persuasion, diversion, a brief period of withdrawal from the main group. Physical intervention will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or to serious damage to property, then he/she should:

- Give clear instructions warning the pupil that unless he/she conforms then physical intervention will be applied
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others and once they have calmed down and is no longer posing a threat then the physical intervention will cease
- Summon help from another member of staff, if at all possible, to act as witness and ensure the safety of both parties where possible. If no other staff are available then physical intervention should only take place where staff feel sure of success.
- Use only the minimum force necessary to prevent injury or damage and for the minimum amount of time
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to gain self-control
- Reassure the pupil that no harm will follow

Both pupil and the adult should be given time to recover, if possible, acknowledging that emotional distress takes longer to subside than physical symptoms.

The school's agreed reporting procedures will be followed.

Following an episode of physical intervention, the staff concerned must report the incident (using the Physical Intervention Report Form) to the Head Teacher or other designated person. It is important that details of the incident are recorded as soon as possible. It is advisable that the recording and reporting takes place before the member of staff leaves the school premises on the day the incident occurs.

Following any incidents every effort will be made to allow staff to reflect and discuss what happened and why, and assess future implications for the management of the pupil and their behaviour.

If possible, discussion should take place between senior management, staff and pupil directly involved to encourage the pupil to face up to the problem and its consequences. If at all possible such a meeting should include parents.

It is the Head Teacher's responsibility to ensure incident reports are read as soon as possible and his/her own comments will be recorded. It will also be the responsibility of the Head Teacher to ensure feedback to staff and pupil takes place, and that subsequent meetings or behaviour management plans are arranged.

The Head Teacher will monitor the use of restraint, including consideration of:

- The appropriateness of physical intervention
- The attempts at defusing situations
- Correct post restraint procedures have been carried out
- The need for individual behaviour management plans
- The need for INSET/training for staff

The Head Teacher will ensure that reports of incidents are correctly filed with copies sent to parents and social services as appropriate. In the case of a looked after child, a copy should be forwarded to the key social worker in order to be placed on the child's case file. The Head Teacher will also arrange for reports monitoring and evaluating the use of physical intervention to go on a regular basis to the Governing Body.