

Childer Thornton Primary School

Behaviour Management Policy



Approved by Governors: Autumn Term 2016

Next review: Autumn 2017

Behaviour Management Policy

Our policy has been written with reference to the DfE's '***Behaviour and Discipline in Schools***' January 2016

Introduction

'Governing Bodies of maintained schools have a duty under Section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children' Behaviour and Discipline in Schools January 2016: DfE

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. Our behaviour policy is supported and backed-up by senior staff and the head teacher.

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. We have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These are proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy.

At Childer Thornton our Behaviour Management Policy aims to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulates the conduct of pupils

The Governing Body has agreed that the scope of this policy includes:

- Screening and searching pupils
- The power to use reasonable force and other physical contact
- The power to discipline beyond the school gate
- To work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

This policy was created by a working party of staff, governors, parents and children in order to promote a well-disciplined, ordered and happy school, which allows our children to achieve their best. We use a positive approach to behaviour and recognise and reward good behaviour. We believe that our Behaviour Policy should focus on these positive rewards by celebrating the children who consistently follow the school rules and who conduct themselves in an exemplary manner.

We also recognise that for the school to function effectively, it is crucial that everyone is clear about expectations and is consistent in their approach. Where children find it difficult, at times, to follow our school rules, we have a clear escalating scale of consequences in place throughout school to support them in choosing the right behaviour.

In the development of, and when reviewing this policy, the following ten key aspects of schools practice were/are strongly taken into account:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Strong classroom management
4. Rewards and Sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities

Teachers' Powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. Teachers have a power to impose detention outside school hours. Teachers can confiscate pupils' property.

Punishing poor behaviour

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

Management and Organisation

Class rules, rewards and sanctions are displayed in every classroom. Our structured system includes rewards for the individual child, the class and the whole school. At the beginning of each academic year, these rules are reinforced in each classroom so that the children have ownership of them and that they are clear to everyone.

Classroom Rules

- Care and share for each other and property
- Keep your hands and feet to yourself
- Move around school sensibly
- Always do as the adult tells you and accept decisions
- Please use kind words and good manners

Rewards

- Be noticed/thanked/praised by the teacher.
- Be chosen for important jobs.
- Get a sticker.
- Be 'Star of the Week'
- Get a certificate in Celebration Assembly.
- Put a marble in the class jar and put an owl on the class reward chart outside Mrs Raynor's office.
- When sticker chart is half-full, go to Mrs Raynor for a raffle ticket for the end of term raffle and put an owl on the class reward chart outside Mrs Raynor's office.
- A trophy will be given every week during Friday Celebration Assembly to the class that has the most owls
- When the class jar is full, each class to decide on their own class reward such as an extra playtime, choosing time, extra time in the ICT suite, etc (up to a maximum of 30 mins) (NO DVDs please)
- When Mrs Raynor's jar is full we have a NON-UNIFORM DAY.

Individual stickers are given out frequently throughout the day. They are given for:

Working hard

Good behaviour

Friendship

Acts of kindness

Improvement

Good work

Good manners and politeness

Reading – reward scheme across school

Handing in homework completed and on time

Achievement

Good to be Green – marble in jar if whole class have been on green all day

Sanctions

In the Classroom/dining hall:

- Verbal warning.
- If behaviour persists, move onto amber face for that lesson.

- If behaviour still persists, move to another place in the classroom and move to the red face. Child may be sent to another classroom, sent to calm down within their own classroom, miss 5 minutes of break, or sent to Mrs Raynor or Mrs Powell.
- If behaviour persists, or is severe enough to warrant further investigation, child is sent to Mrs Raynor or Mrs Powell. Persistent offenders on 'red' need to be recorded on a 'Child Causing Concern' form. Severe clause – reported to Mrs Raynor or Mrs Powell immediately. Severe clause is defined as: - swearing, a physical attack on another person (eg, biting, hitting, pushing, kicking, spitting), refusal to follow instructions, rudeness to adults or other children.
- A child remains on amber or red for 1 session (2 session in morning, 1 in afternoon)

On the Playground:

- Verbal warning.
- If behaviour persists. move onto amber face for the rest of break
- If behaviour persists, move to another place in the playground and move to the red face. Member of staff or MDA on duty to inform child's class teacher.
- If behaviour persists, child is sent to either Mrs Raynor or Mrs Powell for further investigation.
- Persistent offenders on 'red' need to be reported to Mrs Raynor or Mrs Powell
- Severe clause (as above) – reported to Mrs Raynor or Mrs Powell immediately

Early Years

For children in Nursery and Reception, the above sanctions are not applied as stringently. We will always take into account the age and experience of the child.

Pupils with Special Educational Needs Emotional & Behavioural Difficulties

Staff will always use extreme care and sensitivity when dealing with pupils who have emotional and behavioural difficulties. Confrontations are stressful and unproductive for teachers and pupils alike. We apply a range of strategies for dealing with children, but we should always remember that every child and every situation is individual and unique. What works once, or with a particular child, may well be changed or adapted for other situations or children.

Children with behavioural difficulties will have an individual behaviour plan. We offer support through interventions such as Social Stories, Time to Talk and our ELSA programme. Outside agencies are involved depending on the individual (E.g Educational Psychologist, Autism Team, CAMHS). We also work closely with our own external behaviour consultant.

We acknowledge the school's legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting pupils with special educational needs.

Exclusions

The facility will be operated only by the Head or Deputy Head in conjunction with DFEE guidelines and legislation, whether exclusion is temporary or permanent.

Fixed Term Exclusions

- 1 If a child is excluded for a Fixed Term, schools are required to keep their own records of these exclusions in the first instance. Schools should continue to record this information **immediately** onto SIMS.NET

This data will then be collected as part of the data collection for the Children & Young People's Database. Parents need to be informed using the appropriate standard letter (1-3) available on the CWAC website.

- 2 Guidance on completing the information onto the SIMS.NET system is on the exclusions page of the website.
- 3 Please continue to send copies of any letters issued to the parent/carer to central admin for exclusions. Email to: Exclusions@Cheshirewestandchester.gov.uk
- 4 For fixed term exclusions as soon as the LA is made aware of a fixed term exclusion beyond 15 days or cumulative fixed term exclusions beyond 15 days in a term, the Chair of Governors will be reminded by the LA of the need to meet to review. The Education Access & Behaviour Improvement Team will also be automatically informed as part of the LA monitoring role.

The Education and Inspection Act (2006) has brought in a range of new provisions. In particular, for exclusions, Headteachers are reminded that for any single incident of fixed term exclusion beyond five days, the school must provide full-time education off-site from Day six. The policy is based on HMI advice that exclusion beyond two or three days is not considered effective and can be counter productive. In the case of this happening at Childer Thornton, school will liaise with the Education Access & Behaviour Improvement Team within CWAC to ensure that full-time education is provided (see below)

Permanent Exclusions

- 5 When a child is **Permanently Excluded**, schools are required to inform the LA **within 24 hours** (and not at the point that any appeal may have been heard). This is because the LA has a statutory duty to put educational provision in place for permanently excluded pupils from the Sixth Day and we need time to set up that provision. Schools should email a copy of the letter sent to the parent/carer to Kelly.Percival@cheshirewestandchester.gov.uk
- 6 Schools are also required to complete form BSP1, at the point of exclusion, and need to email this form to: Kelly.Percival@cheshirewestandchester.gov.uk within 48 hours. This form is available on the Cheshire West and Chester website. The information on this form is then used by:

The Education Access & Behaviour Improvement Team

- o To arrange education for the child whilst they are out of school in accordance with the LA's statutory duty
- o At the point where a child who has been excluded is admitted back into a new school
Central admin for exclusions
- o To assist with administration of the permanent exclusion and liaison with parents/carers in the first instance.
- o To also include in our regular reports to the DfE

The link below takes you to the form BSP1, model letters and other useful documents:

<http://iwest.ourcheshire.cccusers.com/Dept/CYP/exclusions/Pages/default.aspx>

- 7 Schools should continue to **immediately** record the permanent exclusion onto SIMS.NET.

- 8 Headteachers will be mindful of the statutory changes for parental responsibility. This makes it important to use the appropriate standard letters which cover the rights and responsibilities of parents. Please send copies of letters issued to the parent/carer to:
Kelly.Percival@Cheshirewestandchester.gov.uk

Governor Body Responsibilities

- 9 In line with statutory guidance, Access Officers (from the Education Access & Behaviour Improvement Team) will attend review meetings of the Discipline Committee of the Governing Body for permanent exclusions. These officers will also attend any subsequent Independent Appeals Panel.

Full statutory exclusion guidance can be accessed on
www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance

Managing exclusions data as part of our strategy to reduce the level of exclusions is a key priority for Cheshire West and Chester Council. It is imperative that we meet our statutory duty to ensure vulnerable children receive their educational entitlement particularly those subject to permanent exclusion

Assessment, Recording and Reporting

All children who are on Red, and sent in to Mrs Raynor, Mrs Powell, or any other member of staff will be listened to in a fair and equal manner. All incidents will be investigated and all parties involved will be listened to. All incidents that trigger a RED warning are recorded and kept on file. Parents will be informed at the Head's and Deputy's discretion.

Anti Bullying Policy

Definition of Bullying: The Anti-bullying Alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'*

Aims

We have clear strategies for preventing, countering and responding to bullying.

Standards (as recommended by CWACs Anti-bullying Strategy)

1. To have a named individual who is responsible for the school's anti-bullying policy and takes the lead in ensuring effective anti-bullying practice: **Mrs Raynor** (SENCO & Headteacher)
2. To have prevention strategies in place which create a safe and respectful environment for all in the school community (see below)
3. To have an anti-bullying policy and procedures in place which have been informed by the whole school community, including pupils, parents/carers and school staff, and are reviewed annually
4. To have effective recording, monitoring, and reporting systems in place for bullying incidents in line with agreed procedures.
5. To have a consistent approach when bullying occurs in line with the school policy and procedures, with support available for both the victim and the bully
6. To have staff who are aware of their responsibilities in relation to anti-bullying and relevant training given.

Links to all standards and additional material can be found on: www.anti-bullyingalliance.org.uk

Prevention Strategies

We have clear guidelines which are described under the following headings:

- a) Management - including procedure for recording incident
- b) Organisation - of staff and facilities
- c) Curriculum - including assemblies and SEAL

Management

The pupils know that they can approach any member of staff to report and or discuss bullying. Every member of staff has been trained on how to handle the information / situation discreetly and in line with agreed policy. A situation needs to be created to ensure the child's privacy.

Any reports or incidents of bullying must be recorded on a '*Child Causing Concern*' form and a copy given to Mrs Raynor or Mrs Powell who will investigate further.

Method of Recording –

Accurate records are needed. We have a clear format for recording incidents.

- Headings: -
- Who:
 - Where:
 - When:
 - What Happened?
 - Action Taken:
 - How was incident followed up?

Talk to each child individually and record information. If the child needs to talk fill it in later but it is important to ensure the information is agreed upon. It is important to keep to the headings when asking questions.

Decide in consultation with the Head whether to involve parents; GENERALLY, this should be a standard procedure.

Early response is an important factor in eradicating bullying and for maintaining co-operative behaviour.

Victims need support from their parents and teachers to help them to increase their self-esteem and social skills.

Children who have engaged in bullying behaviours need to develop social skills and will need help from parents and teachers to change their behaviour.

Curriculum

Anti Bullying awareness and social skills are included in PSHE and Citizenship programmes often delivered in circle time. We follow the SEAL scheme which involves an Autumn term Anti-bullying week project each year.

Circle time is used by teachers to:-

Identify problems; analyse problems; discuss solutions; review progress

Pupils need to be encouraged to be assertive from an early age. This can be practised in role play in circle time in order that they become familiar with techniques to use.

- making verbal assertive statements (eg "I don't like you doing that")
- resisting manipulation and threats
- leaving a bullying situation
- enlisting support from others
- boosting own self-esteem
- remaining calm in a stressful situation

Pupils need to be made aware that observing bullying requires a response.

Pupils can:-

1. Make sure that no-one is left out of a group.
2. Ensure that they do not smile or laugh at bullying.
3. Tell a member of staff.
4. Tell bully (bullies) to stop.
5. Show that they do not approve

Homophobic, Biphobic and Transphobic Bullying

Homophobic, biphobic and transphobic language happen across any area of school life, including in the corridors, online and in the playground, and affects lots of different groups of pupils, not just those who are lesbian, gay, bisexual or transgender. While sometimes dismissed as 'harmless banter', homophobic, biphobic and transphobic language has a damaging effect on young people's self-esteem and, left unchecked, gives the impression that being lesbian, gay, bisexual or transgender is shameful or wrong. The prejudicial attitudes that young people can develop because of homophobic, biphobic and transphobic language can also lead to more serious bullying down the line, or in some cases, hate crimes or hate incidents that go beyond the school community.

Sometimes pupils who don't conform to gender stereotypes experience homophobic, biphobic and transphobic language, simply because they like activities or dress in ways that don't fit with others' views about 'what boys are like' or 'what girls are like'. The most important thing is to challenge all negative language, including homophobic, biphobic and transphobic language, in school so that everyone feels comfortable and happy to be who they are without fear of ridicule or experiencing discrimination from others.

We have a zero tolerance for the use of phrases like 'that's so gay' or 'you're so gay' which are the most common form of homophobic language. 99 per cent of lesbian, gay and bisexual young people report hearing the casual use of these phrases in school. These comments are sometimes directed towards people who are actually, or perceived to be, lesbian or gay. However, they are most often used to mean that something is bad or 'rubbish', with no conscious link to sexual orientation at all, for example 'those trainers are so gay' (to mean uncool) or 'stop being so gay' (to mean stop being so annoying). At Childer Thornton we will always challenge this use of 'gay', as by not doing so this can have a damaging effect on pupils, leading them to think being lesbian or gay is something negative

We acknowledge the school's legal duties under the Equality Act 2010 and the protected characteristics of sexual orientation & gender identity. Derogatory language – used by staff or pupils – on these same grounds is unacceptable. Derogatory language will be challenged and recorded by staff on a 'Child Causing Concern' form. Incidents are monitored closely by senior leadership and reports are regularly sent to governors. Appropriate follow-up actions and sanctions will be taken, including with staff who use homophobic, biphobic and transphobic language.

All members of the school community are asked to use language that is respectful of and kind towards others and that does not perpetuate stereotypes or offend others

Seclusion / isolation rooms

In exceptional circumstances, school may place disruptive pupils in an area away from other pupils for a limited period, in what is often referred to as a seclusion or isolation room. When this occurs, school will ensure that the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare are taken into account. School will ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools will allow pupils time to eat or use the toilet. Pupils will be supervised at all times.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Allegations Against Staff

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. Parents, governors and the local authority designated officer for safeguarding will be informed.

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011
Schools (Specification and Disposal of Articles) Regulations 2012
The School Behaviour (Determination and Publicising of Measures in Academies)
Regulations 2012