

BEHAVIOUR MANAGEMENT POLICY



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KELL BANK CE PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

We aim for Kell Bank to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain a close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as, and acceptance of, responsibility for their own actions.

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school;
- To create a positive and orderly atmosphere which supports teaching and learning;
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities;
- To ensure consistent implementation of this policy from all staff especially in the delivery of awards and sanctions;
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regard to managing behaviour.

At Kell Bank School we...

- Use positive praise to acknowledge good behaviour and correcting inappropriate behaviour;
- Take a personal interest in the progress and welfare of every child;
- Expect all staff to take responsibility for promoting good behaviour at all times;
- Expect all staff and visitors to the school to act as positive role models;
- Seek to show children that if poor behaviour occurs, it is the behaviour we disapprove of, not the child;
- Always treat unacceptable behaviour with a consistent response designed to modify;
- Believe it is crucial to work closely with parents in managing behaviour issues when necessary and especially where there are persistent or serious difficulties;
- Seek to identify and address any persistent difficulties;
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach;
- Greet children warmly regardless of any undesirable events on the previous day;
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background;
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support.

Code of Conduct

At Kell Bank School we have developed with the children and staff a set of rules designed for everyone to follow, which we refer to as our Code of Conduct.

- Show respect - be kind and considerate
- Take responsibility seriously
- Work hard – always do your best
- Treat everyone honestly and fairly

The Code of Conduct is clearly displayed in every classroom and around the school. At the beginning of each school year, the class teachers and teaching assistants go over the Code of Conduct with their class to ensure all children are familiar with it. The rules are often referred to in assembly and all members of staff take responsibility in ensuring that children follow them.

Roles and Responsibilities

At Kell Bank School, we believe all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Staff:

- Class teachers endeavour to ensure that their children behave well at all times, following the Code of Conduct, including when working under indirect supervision.
- The school has an 'open door' policy, allowing teachers to address parents' concerns in a timely, respectful, sympathetic and professional way, involving senior staff as appropriate.
- Staff keep a record of significant incidents/log of behaviours for identified children, which is monitored and reviewed by the leadership team.
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in communicating and recording information.
- The head teacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents

- Parents/carers have a crucial role in supporting good behaviour in school and so effective home/school liaison is very important. It is vital that teachers can rely on the full support of parents when dealing with any child's behaviour as documented in the **home/school agreement (see appendix 1)**.
- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported to the head teacher, who will take appropriate action.
- We expect parents to support the actions of the school when consequences are imposed. If parents/carers have any concerns about the way their child has been disciplined, they should initially contact the class teacher; continuing concerns should be referred to the head teacher.

Governors

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing effectiveness of the policy.
- The Governors support the head teacher in carrying out the policy.

School Behaviour Descriptors Grid

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between, and a positive attitude towards, rewards and sanctions to encourage good behaviour which is clearly documented in our **behaviour grid (see appendix 2)**.

The behaviour grid is used for guidance and every incident needs to be considered on its own merits. It considers behaviour in the classroom, around the school, on the playground and when out representing the school (e.g. on a school trip/visit; when wearing the school uniform to and from school).

School Council and PSHE

The whole school is given time for PSHCE (Personal, Social, Health and Citizenship Education) through our weekly Team Time. During these sessions we follow the primary curriculum and SEAL (Social and Emotional Aspects of Learning) programme as well as discussing day-to-day issues causing concern, the impact of the problems and how we might go about solving them. The School Council meets half termly to discuss school issues and projects.

Supporting children with additional needs

Any child, at any time during their schooling could experience a period of turbulence, which may result in inappropriate behaviour. A small number of children may have a specific underlying condition/need which should be taken into account. Flexible and sensitive approaches used to support these children include:

- Discussion with the child about their behaviours;
- Continued involvement from and liaison with parents/carers;
- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Deputy/Head teacher;
- Setting work which is suitably differentiated to match the child's needs;
- Providing additional support in liaison with the SENCo;
- Involving external agencies;
- Implementation of a behaviour plan;
- Investigating options for alternative provision (dependant upon criteria, availability etc.).

Any approaches used will be reviewed regularly and adapted as necessary.

Bullying

Bullying is identified as a particular behaviour resulting in one person having power over another over time. Incidences of bullying will be taken seriously and dealt with in a timely manner and in accordance with the schools Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly positively emphasises the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously, dealt with in a timely manner and logged. It will be made clear to children that such practices are unacceptable and will not be tolerated.

In the Playground

At lunchtime and playtimes, our staff's main purpose is to keep our children safe and support pupils to follow the Code of Conduct.

- For unacceptable behaviour, the lunchtime staff may refer to class teachers.
- If the matter is 'dangerous/severe', the child(ren) should be taken to time out (a supervised classroom in school) where a member of the teaching staff will assess/deal with the incident.

Resolving Problems

Fairness lies at the heart of our ethos and school culture. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with in line with 'Restorative Behaviour Management' guidance, which we use at Kell Bank School.

The principle is that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual;
- Accepting responsibility for the harm caused to others;
- Recognising the need to take action, to begin to repair the harm caused;
- Agreeing a range of action-in conjunction with all those involved – which will be monitored over an agreed period of time.

There is a large range of restorative approaches and it is important that they are used in conjunction with any necessary sanctions.

Screening and Searching

The Code of Conduct makes it quite clear what items are prohibited at Kell Bank School. Staff reserve the right to screen all children for banned objects – this may involve asking them to turn out their bags or searching children's trays (for more detailed information about this and confiscation and disposal (see Appendix 3).

Use of Physical Intervention

At Kell Bank School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children, restrictive physical intervention may be needed (see Use of force to restrain or control pupils policy All staff receive training in effective methods of crisis management. (see Appendix 5)

Exclusion

In most cases fixed or permanent exclusion will be the last resort, after a range of measures have been tried to effect improvement in the pupil's behaviour.

A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour.

If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions, whether fixed term or permanent, can only be imposed by the Head teacher or, in his/her absence, a designated representative.

Where exclusion is used, the school conforms to the NYCC and DfE guidance.

If a child is excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child.

In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussion for the orderly running of the school.

Kell Bank School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Kell Bank School children.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LA Officer and dealt with using NYCC procedure (see Appendix 3 for further information)

Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed into the school;
- All children, staff, parents/carers and all associated adults know and understand the Code of Conduct and adhere to it;
- Expectations and standards of behaviour are consistently high;
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development;
- Parents feel that the school deals effectively with unacceptable behaviour;
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach;
- Visitors are made to feel welcome by children and staff.

Communicating the Behaviour Policy

The Behaviour Policy is circulated to parents (in summary form) and staff and discussed with the children at least annually. It is available on the school's website and from the admin office in paper form, on request. Any parent wishing to see the full policy can request it from the admin office.

Staff Training

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

Strategies for children in transition

New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the Code of Conduct and are aware of the systems for rewards and sanctions.

Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Head teacher);
- Analysis of tracking data for individual children and for cohorts (class and individual logs);
- Termly inclusion review (carried out by inclusion leader on particular groups of children such as vulnerable, SEN, LAC, those with a disability);
- Analysis of exclusions data;
- Termly monitoring procedures by the Standards committee;
- The school development plan (SDP) which is used for planning and monitoring provision within the school;
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys).

Who was consulted?

Governors (see statement of principles – Appendix 4), staff, children and parents were consulted during the development of this policy. Advice was also sought from external professionals from NYCC (Behaviour Support Team)

Linked Policies:

Anti Bullying

PSHCE

Child Protection and Safeguarding

Allegations of Abuse against Teachers and Other Staff

Single Equalities Scheme

SEN

Use of Force for restraint or control of pupil

Home/School Agreement

Complaints Procedure (responding to parents concerns)

Appendix 1 – See separate Home/School Agreement Policy

Appendix 2, 3, 4 &5 examples on following pages

Appendix 2

Behaviour Descriptors Grid

This Grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, circle time in class and displays around the school (Secrets of Success). Staff will role model these behaviours and anyone who comes into the school should follow these guidelines.

<p>The Behaviour we expect at Kell Bank School</p> <p>Children should follow the Code of Conduct:</p> <ul style="list-style-type: none"> • Show respect - be kind and considerate • Take responsibility seriously • Work hard – always do your best • Treat everyone fairly • Be honest <p>Children are supported to:</p> <ul style="list-style-type: none"> • Be polite, respectful and helpful to everyone • Be co-operative in lessons • Be considerate, caring and compassionate towards others • Be honest and keen to learn • Be a positive representative of the school • Carry out responsibilities reliably • Work hard to manage conflict • Show good sportsmanship • Listen quietly and know when its ok to contribute (hands up, talk partner, lolly sticks etc) • Sit sensibly • Be prepared to ‘have a go’ • Use their initiative in appropriate ways • Be responsible and proactive • Demonstrate excellent behaviour • Try to remain calm and patient even when things are difficult • Give positive responses to adults’ instructions 	<p>Rewards/Recognition</p> <p>Good behaviour is predominantly recognised with praise</p> <p>It might also be recognised in the following (age appropriate) ways:</p> <p>Social rewards such as thumbs up, nods, smiles</p> <p>Verbal Praise</p> <p>House points</p> <p>Stickers/Merits/Commendations</p> <p>Notes home</p> <p>HT Awards</p> <p>Special Privileges/Responsibilities</p> <p>We aim for consistency across year groups where possible/appropriate.</p>
<p>Unacceptable Behaviour</p> <ul style="list-style-type: none"> • Goading or provoking others and deliberately getting other children into trouble • Teasing other children • Spoiling work • Not managing temper appropriately • Being disrespectful • Using swear words, racist language or calling other children names which upset them • Using Social Network sites to abuse, disrespect/bully other children and adults • Disrupting lessons and preventing others from learning 	<p>Consequences</p> <ol style="list-style-type: none"> 1. Positive reinforcement 2. Warning/choices and consequences 3. Sit away from others 4. Time Out (with timer) 5. Miss playtime 6. Referral to Headteacher 7. Loss of privileges 8. Parents informed as appropriate 9. Internal/External exclusion at discretion of head teacher

<ul style="list-style-type: none"> • Taking others belongings • Needing a lot of reminders to follow instructions (age/need appropriate) • Refusing to follow instructions after two warnings and plenty of encouragement • Chasing people when they don't like it • Calling out • Hurting others • Negative peer pressure • Bullying • Bringing the school into disrepute 	<p>If I choose not to follow the playground rules</p> <ol style="list-style-type: none"> 1. I will receive a polite reminder 2. I will be asked to stand with the duty adult for a short period of time. 3. I will be asked to leave the playground and go inside the school building. <p>Putting things right</p> <ul style="list-style-type: none"> • Apology (verbal or written) • Complete 4W's sheet – What happened? What rule did you break? Who has been affected? What do you need to do so things can be put right?
<p>Dangerous/ Severe behaviour Any act which puts other people at risk either physically or emotionally:</p> <ul style="list-style-type: none"> • Aggressive actions e.g. shoving, kicking, or punching in ways which are likely to injure others at any time (including fighting) • Violent outbursts of temper in lessons or playground • Swearing or verbally abusing pupils or adults • Misusing objects or equipment in ways which put others at risk • Running out of lessons or attempting to leave the premises without permission • Deliberate and serious acts of stealing • Deliberate, sustained vindictive bullying/victimisation of another person (including racist incidents) • Wilful damage to property or the work of other children 	<p>Consequences</p> <ol style="list-style-type: none"> 1. Senior member of staff to be informed and to deal with the incident (restorative approaches to be used) 2. Parents to be notified 3. Internal/External exclusion at discretion of head teacher <p>We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as an exclusion</p>

TIME OUT

On some occasions it may be appropriate for a child to have 'Time Out' either during a lesson or playtime. In class this may mean sitting away from the others for a few minutes, working at a different desk or in another classroom. Sometimes a child might be taken to work in isolation with an adult. Staff will discuss the incident with the child using the 4 Ws (see below) If the child will not co-operate and leave the classroom when asked, another member of staff will be called.

At lunchtimes children may be asked to come off the playground to go to a class room. A staff member will be informed and will oversee the Time Out during the lunch hour. In certain cases e.g. recurring incidents or a serious incident, the Head teacher will be consulted and, if necessary, parents will be informed.

Restorative Behaviour protocol:

The 4Ws

What happened?

What rule did you break?

Who has been affected?

What do you need to do so things can be put right?

Appendix 3

Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by two senior members of the teaching staff.
- Searches will be carried out of sight of other children.
- Suspicion may be aroused:
 - As a result of a positive screening
 - Because a child is acting suspiciously
 - Because of something said by the child

- There will always be two members of staff present when a search takes place.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond, their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- All searches will be logged (to include name, year, sex, ethnicity, rounds of suspicion, time and place, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow-up actions).
- Parents will always be informed if a pupil has been searched and the result of the search.

Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school, In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them.

Allegations

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Head teacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Appendix 4

Statement of Principles as set out by the Governing Body

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers in line with DfE statutory and non-statutory guidance.

In particular the policy and its underlying principles should:

- Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children;
- Be worded so that they can be explained clearly to children of any age and level of attainment;
- Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour;
- Enhance the safety and welfare of children and staff and their perceptions of safety;
- Make clear the links between acceptable children's behaviour and the quality of their learning by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school;
- Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour;
- Promote consistency of application and support appropriate continuing professional development for all staff;
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes;
- Be transparent and well focused on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs, migrant and refugee children and looked after children- receive sensitive and well matched behavioural support for their individual needs;
- Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy;
- Be clear on disciplinary powers and actions.

Appendix 5

Physical Intervention Guidance

Staff at School receive up-to-date behaviour management training, and the county training course dealing with de-escalation techniques and positive handling. We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable and appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff have a **duty of care** to students. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with students are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop students from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a student's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly.

Help Script

- Connect by using student's name
- Recognise the feelings
- Tell the student you're there to help
- You talk and I will listen
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

Application of Force (DfES advice to schools 10/98)

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk

But should not ignore or walk away.

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