TATTINGSTONE CEVC PRIMARY SCHOOL

BEHAVIOUR POLICY

Updated: February 2023

Agreed: Review Date: February 2024

**Aims and Expectations**

As a Christian school we endeavour to uphold Christian values and it is the primary aim that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The primary aim is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

The policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The majority of pupils in school think the behaviour inside and outside of their school is good and that children look after each other (Pupil Questionnaires).

The school rewards good behaviour, as it believes that this will develop an ethos

of kindness and co-operation, so this policy promotes good behaviour, rather than merely deterring anti-social behaviour.

**Rules, Rewards and Consequences**

**The Tattingstone School Rules are:**

**Respect**

**Unity**

**Listen**

**Enjoy**

**Safety**

**Rewards**

Wherever possible, we encourage good behaviour through praise and reward

rather than sanctions. The following rewards are given in school:

* verbal praise from any member of staff;
* stickers on a chart to recognise excellence across the curriculum. There are five different coloured charts and each chart has an increasing number of sticker spaces to fill. Each time a chart is filled, the child is rewarded with a special certificate to take home.
* Headteacher awards, whereby a child receives a certificate, which is presented in assembly and then sent home to be shared with parents.
* A ‘Postcard Home’ to recognise outstanding achievement. These are reserved for those children who do something truly exceptional.
* House Points are awarded for behaviour, excellent attitudes to learning or others, kindness, enthusiasm, politeness, team spirit and any other aspects of positive behaviour.
* Individual trophies for Year 6 (awarded to the pupils at the end of their time in the school to recognise particular strengths.) These are awarded to the children at the Leavers’ Service.
* Other trophies are awarded for outstanding effort and achievement.
* An Attendance Award is given (in the form of a cup) on a termly basis to the House that has had the highest percentage of attendance for the term.
* ‘Attendance Ted’ is given to the class whose attendance is the best each week.

**Consequences**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment however, the following approach will be adopted across the school:-

Weather Symbols in every class – all children start on Sun where they are expected to remain and rewarded as above. If a child’s behaviour does not meet expectations, the child is given a verbal reminder of the rule and expectations and the ‘look’, the child remains on the sun at this point. If the child continues, then they move to the cloud. Unless it is a violent act against another person and at this point the child will be moved to rain/storm.

If inappropriate behaviour continues, pupils are moved onto the rain and a time out is given in the classroom or, if necessary the pupil is sent to another member of staff (not Headteacher). The class teacher will inform the parent (in person after school or via a telephone call) that their child was moved onto rain and the reasons for this. The date, time, child’s name and reason when a child is removed from the classroom for behavioural reasons, is recorded on MyConcern.

If inappropriate behaviour continues, the child is moved onto storm.

At this point the child is given *Time Out* by being sent to the Headteacher or in her absence, another teacher or the school office.

This is then recorded on MyConcern. Usually, a phone call is then made to the child’s parents right away, though this may happen after school in some circumstances. If the behaviour is deemed severe, the child’s parents will be requested to collect the child from school as soon as possible.

Action will be taken to understand why the child is misbehaving and the teacher

will agree strategies with the child to help them to cope with relevant feelings

and agree ways to minimise such behaviour in the future.

The safety of the children is paramount in all situations. If a child’s behaviour

endangers the safety of others, the class teacher stops the activity and

prevents the child from taking part for the rest of that session or removes the other children from the vicinity if the situation is not safe.

Children may be asked to stay in for part of the lunch break or play time to make up for lost learning time. No notice or parental consent is required.

It may be necessary to make reasonable adjustments to procedures for imposing

a sanction to support the needs of individual children.

The school does not tolerate bullying of any kind. How we deal with incidents of

suspected bullying is set out in our Anti-Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child or if a child is in danger of hurting him/herself – physical contact in terms of restraint would be used as a last resort. The actions that we take are in line with both government and Suffolk County Council guidelines on the restraint of children (see section 8 of this policy– ‘Use of Restraint’).

The behaviour of children outside of school is also expected to be of a high standard. The school has the right to enforce disciplinary procedures if: -

* The behaviour has been witnessed by a member of the school staff;
* The behaviour has been reported to the school;
* The pupil has been clearly identified as a pupil at the school;
* The behaviour has implications for orderly conduct in school.

**The Role of the Class Teacher**

The class teacher discusses the school rules with each class regularly. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. The pupils may also wish to use the School Council or house group meetings to raise concerns.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself (following the weather system), if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a behaviour support service and reasonable adjustments may be made to the procedure for positive behaviour management to meet the needs of individual children.

The class teacher reports to parents the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

**The Role of the Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of

misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

**The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

We expect parents to support their child’s learning and to co-operate with the school, as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school.

If the school has to use reasonable sanctions in response to a child’s behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Headteacher. If the concern remains, they should contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

**The Role of Governors**

The Governing Body has 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. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

**Fixed-Term and Permanent Exclusions**

**Incidents of severe or extreme behaviour may result in a fixed-term or permanent exclusion and always take into account the Equality Act 2010**

**(available at:** [**https://www.gov.uk/guidance/equality-act-2010-guidance**](https://www.gov.uk/guidance/equality-act-2010-guidance)).

**Please see Exclusion Policy for more detailed information.**

**Use of Restraint**

Physical Restraint should be limited to emergency situations and only used as the last resort. Section 93 of the Education and Inspections Act 2006 enables school staff to use force as is reasonable in circumstances to prevent a pupil from doing or continuing to do, any of the following:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
2. causing personal injury to, or damage to the property of any person (including the pupil himself); or
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a lesson or otherwise.

It also specifies that the power to use force extends to members of staff at any school at which the pupil is receiving education.

Physical restraint should avert danger by preventing or deflecting a child’s action or perhaps by removing a physical object from their possession, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate; therefore, staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School’s policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils’ safety and well-being.

Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

At least one member of staff should have received appropriate training in physical restraint techniques. Where such techniques are likely to be required on a regular basis the appropriate members of staff likely to be dealing with these situations should also receive the appropriate training.

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (eg is a pupil about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

 • use of a distracter, to interrupt the behaviour long enough for other methods of verbal control to be effective

 • withdrawal of attention (audience) e.g. if an action such as damage to property is threatened

 • other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)

 • the employment of other sanctions consistent with the school’s policy on behaviour

* ignoring the negative behaviours

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

**When physical restraint becomes necessary:**

**DO**

* Tell the pupil what you are doing and why
* Use the minimum force necessary
* Involve another member of staff if possible
* Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
* Use simple and clear language
* Hold limbs above a major joint if possible e.g. above the elbow
* Relax your restraint in response to the pupil’s compliance

The judgement whether to use force and what force to use should always depend on the circumstance of each case and – crucially in the case with SEN and/or disabilities – information about the individual concerned.

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the senior leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support and their parents informed.

If the behaviour is part of an on-going pattern it may be necessary to address the situation through the development of a behavioural Pupil Profile, which may include an anger management programme, or other strategies agreed by the SENDCo.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on MyConcern. All sections should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why and to provide them with an opportunity to discuss it.

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

-Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)

-Involvement of parents to ensure that they are clear about the specific action the school might need to take

-Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)

-Identification of additional support that can be summoned if appropriate

A clear restraint procedure adhered to by all staff and shared with parents should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

**Confiscation**

Staff members have the right to confiscate, retain or dispose of any prohibited items when the item has been specifically prohibited by the school or when it is deemed as inappropriate material; when the item is used in such a way that it contributes to the disruption of an atmosphere that is conducive to learning.

The Head Teacher has the authority to authorise any member of staff to search a child if they suspect that they are in possession of an item that needs to be confiscated. The adult will ask for consent from the child to conduct a search but has the right to conduct a search without consent if they suspect that the child is in possession of an item that could cause personal harm or injury. Two members of staff will be present when a search is in operation.

Confiscated items should be placed in a secure place and should be either returned or disposed of.

**Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The class teacher may record minor classroom incidents on MyConcern. Incidents that occur at break or lunchtimes are reported to staff by the lunchtime supervisors and are also recorded on MyConcern. MyConcern will be analysed by the Headteacher to detect trends and patterns of behaviour.

A record of any pupil who is suspended for a fixed-term, or who is permanently excluded is kept in their blue folder.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

This policy should be read in conjunction with the following government advice:

**Behaviour and Discipline in Schools. Guidance for Head Teachers and Staff**

Which can be found at:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

and also:

**Guidance for safer working practice for those working with children and young people in education settings February 2022**

Which can be found at:

<https://www.saferrecruitmentconsortium.org/_files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf>

**Review**

The school reviews this policy annually, however, the policy may be reviewed earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy complies with and should be read in conjunction with the Equalities Policy.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Governors)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_