

Yaxham Church of England (VA) Primary School

WHOLE SCHOOL BEHAVIOUR POLICY Incorporating Positive Handling



“Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church and Parish at diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.”

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy will be sent to all parents and will be reviewed in full by the Governing Board on an annual basis. This policy was last reviewed and agreed by the Governing Board on 17th October 2018. It is due for review in September 2019.

Agreed by staff on

Signature Jennie Müller Head teacher

Signature Claire Sullivan Chair of Governors

16th October 2019

Introduction

Our school is a community of children and adults with a range of roles; including teachers, support staff, parents, governors and volunteers. At Yaxham Church of England VA Primary School we believe that a community thrives when there is an environment of mutual respect and an agreed code of conduct. We believe all members of our community should feel valued and respected, and should be treated fairly.

The aim of our behaviour policy is to support the development of a nurturing environment, where all members of the community can work together and build mutual trust and respect.

Aims and Values

At Yaxham Church of England Primary School our Christian foundation and ethos provide a stimulating and inclusive learning environment, enriching the lives of children academically, spiritually, morally and socially.

Our community embraces our core values of love, perseverance and creativity by:

- Working together to foster a lifelong love of learning, striving for the best outcomes for each individual
- Creating a nurturing environment where children and adults feel safe, secure and valued.
Developing the resilience to challenge themselves and overcome hurdles

Rights, Responsibilities, Rules and Consequences

All members of our school community have the right to:

- Work and learn in a happy and safe environment
- Speak and be listened to
- Be treated fairly and with respect

All members of our school community have the responsibility to:

- Allow other to work and learn
- Listen to others
- Treat other with respect
- Care for the school environment and equipment

Our Rules

- Be respectful
- Be safe
- Be ready to learn

Our school rules have been agreed with the children and are referred to throughout the school day by all adults. Rules are also reinforced through other activities such as collective worship and PSHE teaching.

Rewards

The intention of this policy is to reward children for good behaviour and for all children to know that this behaviour is recognised by adults in school.

Throughout the school day adults may:

- Praise and congratulate children
- Give stickers or certificates

Individuals

All children following our school rules and focusing on the learning will engage in a reward session at the end of the school day, with group games and activities.

- Individual Children who go above and beyond the expected level will be moved onto Silver or Gold. Stars are collated in individual booklets.
- Class teachers will select a child from their class for a Headteacher's Award in the weekly celebration assembly. There are additional awards given by the music teacher, playground monitors etc.
- Lunchtime staff and class teachers selected a star of the term

Houses

Our school has four houses; Air, Earth, Fire and Water. When children work well together as part of a group or team adults will award house points.

Other rewards may be added whenever adults decide it is appropriate.

Consequences

To ensure the aims and values of our school community are upheld, consequences will be consistently applied:

- All children will begin the day on green and will be rewarded for their behaviour and attitude to learning.
- Should children break a rule an adult will remind them how to behave appropriately and the rule that they have broken
- Children will be praised for responding appropriately
- If the child continues with the same behaviour they will be given a warning by the adult (If the child then breaks a different rule they may be given a separate reminder, unless this is considered an escalation in behaviour, in which case this will lead straight to a consequence.)
- If the child continues to behave in this way they may be removed from the situation and be expected to carry out an Educational Consequence (Appendix 1) during Reward and Reflect time later in the day
- If the child does not reflect on their behaviour and carry out the consequence, they will be expected to complete it at home

- Any consequences not completed will carry over to the next day
- The class/Headteacher will decide if further input is warranted
- If behaviour continues the class teacher will contact the child's parents. A behaviour plan may be put in place. Support from outside agencies may be sought.
- Parents will be informed of serious incidents such as acts of assault, verbal abuse, stealing, deliberate damage to property or absconding from school property. Such behaviour may lead to a number of consequences including withdrawal of privileges, loss of break times, internal inclusion, lunchtime or fixed term exclusion. These actions may be deemed necessary for the safety of others. Repeated patterns or extreme acts could lead to permanent exclusion. (See Appendix 2) All aspects of the account will be taken into account in such situations.
- Fixed term and permanent exclusion are the final course of action and will only be taken when the learning and safety of others cannot be protected. However, there may be cases when this is the most appropriate course of action.

SEND

Where child has identified needs which may have an impact on their understanding or reaction to a situation the school will work closely with the SENCO and parents. For further information, please refer to our SEND Information Report published on the school website.

Roles and Responsibilities

We all have a role to play in creating a happy, safe learning environment.

Adults in school will:

- Behave as role models in the way they treat other, actively modelling behaviour and conduct
- Promote self-esteem through their interactions
- Have high expectations of behaviour and learning to ensure children work to the best of their ability
- Foster the aims and values of their policy through the curriculum, including PSHE and Circle Time activities. Promoting self-esteem, emotional intelligence, friendship skills, co-operation and collaboration
- Treat all children fairly, enforcing class and school rules consistently
- Build dialogue between home and school, informing parents if there is any concern about their child's welfare or behaviour

Children will:

- Engage in the development of class rules
- Take responsibility for their words and actions
- Accept the consequences of their behaviour
- Act as good role models to each other, promoting our school rules

Parents will:

- Work with the school, sharing a consistent message for behaviour at school and home
- Read and support our Home-School Agreement
- Support the school in its use of consequences to uphold behaviour and discipline
- Contact the class teacher should a concern arise, contact the head teacher should the concern not be resolved. If the matter cannot be resolved informally, follow the school's complaints procedure.

The Headteacher will:

- Be responsible under the School Standards Framework Act (1998), for implementing the policy consistently, reporting to governors, when requested, on the effectiveness of the policy
- Be responsible for the health, safety and welfare for all in school
- Support staff with the implementation of this policy
- Record all serious behaviour incidents
- Be responsible for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts, permanent exclusion may be applied. Governors will be notified of these actions
- Follow the procedures detailed in the Norfolk Guidance on Exclusions

In order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Providing high quality learning experiences.
- Promoting desired behaviour.
- Promoting positive and consistent relationships between adults and children in school.
- Using restorative approaches to dealing with issues between pupils.
- 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 poor 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 policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required.

Every effort will be made to ensure that all staff at Yaxham CE VA Primary School understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and are provided with appropriate training to deal with these difficult situations should they occur.

The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling.

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions

(a) Physical Contact

Situations in which proper physical contact takes place between staff and pupils, e.g. to comfort pupils.

(b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil using techniques set out by Norfolk Steps.

(c) Positive Handling

This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded.

Underpinning Values

Everyone attending or working at Yaxham CE VA Primary School has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm

Pupils attending this school and their parents have a right to:

- ☐ individual consideration of pupils needs by staff that has responsibility for their care and protection
- ☐ expect staff to undertake duties and responsibilities in accordance with the school's policies

- ☐ be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in the school
- ☐ be informed about the school's complaint procedure

The school will ensure that all pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

Parents should have committed themselves through the Home-School Agreement to ensure the good behaviour of their child and that the child understands and follows the School's Behaviour Policy.

Training

Positive Handling training (Norfolk STEPS and STEP ON) will be made available to designated staff and will be the responsibility of the Head teacher. No member of staff will be expected to undertake positive handling without appropriate training. Prior to the provision of training, guidance will be given on action to be taken.

Strategies for Dealing with Behaviour at this level

Staff consistently use positive strategies, as set out within this policy, to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches will be taken according to the circumstances of the incident:

a) Verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain; this includes negotiation, care and concern.

b) Further verbal reprimand stating:

- ☐ this is the second request for compliance
- ☐ an explanation of why observed behaviour is unacceptable
- ☐ an explanation of what will happen if the unacceptable behaviour continues.

c) Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible, summon assistance.

d) Physical intervention. Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property.

Escalating Situations

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- ☐ engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- ☐ self-injuring or placing himself or herself at risk
- ☐ injuring others
- ☐ causing damage to property, including that of the pupil himself or herself
- ☐ committing a criminal offence (even if the pupil is below the age of criminal responsibility)

Types of Incidents

Incidents described above fall into 3 broad categories:

- ☐ Where action is necessary in self-defence or because there is an imminent risk of injury

- ☐ Where there is a developing risk of injury, or significant damage to property
- ☐ Where a pupil is behaving in a way that is compromising good order or discipline

Examples of situations which fall within one of the first two categories are:

- ☐ a pupil attacks a member of staff or another pupil
- ☐ pupils are fighting
- ☐ a pupil is causing, or at risk of causing injury, damage by accident, by rough play, or by misuse of materials or objects
- ☐ a pupil absconds from a class or tries to leave the school

Examples of behaviour which fall into the third category are:

- ☐ a pupil persistently refusing to do as requested.
- ☐ a pupil is behaving in a way that is seriously disrupting a lesson.
- ☐

Acceptable measures of Physical Intervention

Positive handling can only be deemed reasonable if:

- ☐ it is warranted by the particular circumstances of the incident
- ☐ it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- ☐ it is carried out as the minimum to achieve the desired result
- ☐ the age, understanding and the gender of the pupil are taken into account
- ☐ it is likely to achieve the desired result

Wherever possible, assistance will be sought from another member of staff before intervention

The form of physical intervention may involve staff doing the following:

- ☐ physically interposing themselves between pupils
- ☐ blocking a pupil's path
- ☐ escorting a pupil
- ☐ shepherding a pupil away

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Whenever positive handling is used, staff will keep talking to the pupil.

Recording

Where positive handling has been used a record of the incident always needs to be kept. All recording needs to be completed on the day of incident and needs to include the following:

- ☐ name of pupil
- ☐ date, time and place of incident
- ☐ a brief description of the incident and actions taken
- ☐ names of adults involved
- ☐ attempts made to calm the situation
- ☐ names of people who witnessed the situation
- ☐ any damage/harm to persons or property
- ☐ name of person informing parents
- ☐ after investigation a summary of action taken

Staff completing recording forms will keep a copy for themselves for future reference. After the review of any incident, a copy of the recording form will be kept in the pupil's file.

Action after an Incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- ☐ Child Protection Procedure
- ☐ Staff Facing Allegations of Abuse Procedure
- ☐ Staff or Pupil Disciplinary Procedure
- ☐ School Behaviour Policy
- ☐ Exclusions Procedure

Members of staff will be kept informed of any action taken. In case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Complaints

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's Complaints about Staff Procedure Policy. The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

Monitoring of Incidents

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling.

This process will address patterns of incidents and evaluate trends which may be emerging.

Exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion should the circumstances warrant this.

If the Headteacher excludes a pupil parents will be informed immediately, giving the reasons for exclusion. At the same time, the head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school will inform parents how they can make an appeal.

The Headteacher will inform the LA and the governing board of any exclusion. The governing board cannot exclude or extend the exclusion.

The governing board will form a committee of between 3 and 5 governors to consider any exclusion appeals on behalf of the governing board.

When an appeal meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, the representation made by parents and the LA, making the decision whether or not the child should be reinstated.

If the decision is made to reinstate the child, the Headteacher must comply with this ruling.

Anti-Bullying

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the school will take action in accordance with its Anti-Bullying Policy. While it is difficult to eradicate bullying, we will do everything in our power to ensure all children can attend school free from fear.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body, making recommendations for any improvements required. This may be done through staff meetings, monitoring of lessons and break times.

The Headteacher will keep a record of any exclusion. It is the responsibility of the governing body to monitor the rate of exclusions and ensure that the policy is administered fairly and consistently.

This policy has been written with reference to the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

Appendix 1

Example of Educational Consequences

What happened before you hurt someone? How were you feeling?

If someone does not cry or respond, does this mean that they are not hurt?

Who did you hurt and why?

When you hit someone, how do you think they feel towards you?

What could you do instead of hurting someone?

Do you know when you are about to hurt someone? What does it feel like?

Draw or write something you could do differently next time.

Model letter

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/Principal of an Academy/Free School notifying parent(s) of a fixed period exclusion which takes the total exclusions to 5 school days or fewer in one term.

Dear **[Parent's name]**

I am writing to inform you of my decision to exclude **[pupil's name]** for a fixed period of **[specify period]**. This means that **[he/she]** will not be allowed in school for this period. The exclusion **[begins/began]** on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been excluded for this fixed period because **[reason for exclusion this can be more than one reason]**.

[For pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

[For a non-consecutive fixed-term exclusion]

We will set work for **[pupil's name]** during the first five school days of **[his/her]** exclusion **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[For consecutive fixed-term exclusions of more than 5 days]

From the **[6th school day of the pupil's exclusion [specify date]]** until the expiry of this exclusion we **[For PRUs the local authority, for Academies it would be the Academy Trust] - set out the arrangements for provision if known** will provide suitable full-time education. On **[date]** **[he/she]** should attend at **[give name and address of the alternative provider if not the home school/Academy]** at **[specify the time]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider. Note: where a child receives consecutive fixed period exclusions, these are regarded as a cumulative period of exclusion. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the 6th day regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion]**

You have the right to make representations about this decision to the **[governing body/management committee/board of directors of the Academy Trust]**. If you wish to make representations please contact **[Name of Contact]** at **[contact details — address, phone number, email]**, as soon as possible. Whilst the **[governing body/management**

committee/board of directors of the Academy Trust] has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination.

[This paragraph can be used if school/PRU/academy chooses to hold a reintegration interview.]

You and **[pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to discuss how best we can support your child.

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or **ACE Education** <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

[Where considered relevant by the head teacher, add links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) <http://www.autism.org.uk/services/helplines/school-exclusions.aspx> (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)]

[Pupil's Name]'s exclusion expires on **[date]** and we expect **[pupil's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Head teacher

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/Principal of an Academy/Free School notifying the parent(s) of the pupil's permanent exclusion.

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[pupil's name]** with effect from **[date]**. This means that **[pupil's name]** will not be allowed in this school unless **[he/she]** is reinstated by the **[governing body/PRU management committee/board of directors of the Academy Trust]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **[pupil's name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[pupil's name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education. **[set out the arrangements, if known.]**

[Where pupil lives in a local authority other than the excluding school's local authority] I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the **[governing body/PRU management committee/board of directors of the Academy Trust]** must meet to consider it. At the meeting you may make representations, your **[son/daughter]** can also attend the meeting if you wish and you can ask them to reinstate your child in school. In light of its consideration, the **[governing body/PRU management committee/board of directors of the Academy Trust]** can either direct reinstatement immediately or on a particular date, or decline to reinstate your child in which case you may make application against their decision to an Independent Review Panel. The latest date by which the **[governing body/PRU management committee/board of directors of the Academy Trust]** must meet is **[specify the date — the 15th school day after the date on which the governing body/PRU management committee/ board of directors of the Academy Trust was notified of the exclusion]**. If you wish to make representations to the **[governing**

body/PRU management committee/board of directors of the Academy Trust] and wish to be accompanied by your **[son/daughter]**, a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the **[governing body/PRU management committee/board of directors of the Academy Trust]** of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> or the County Court in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the **[governing body/management committee/board of directors of the Academy Trust]**.

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or ACE Education <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

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Yours sincerely

[Name]
Head teacher