

Threlkeld C.E. Primary School

Behaviour Policy

Aims

The school aims to promote self-discipline among its pupils. Bad behaviour may adversely affect others, property or the pupils themselves. We encourage pupils to see that they are responsible for their own actions, although we do recognise that the type of behaviour which is acceptable may, to some extent, be dependant upon age.

Objectives

- The ethos of the school is to create a happy and caring atmosphere, where each individual is valued and respected.
- Good behaviour will be encouraged, recognised and rewarded.
- Children will know what is expected of them and what will happen if their behaviour doesn't reach expectations.
- Children will be dealt with fairly and consistently if they misbehave

Expectations

We only have a few rules, but those that we have concern the health, safety and well being of all at school. At Threlkeld School we expect a high standard of behaviour.

School Code of Conduct –

- Help, consider and care for others
- Show respect for staff, visitors and each other
- Work hard and make the most of their time with us
- Move around the school quietly and safely
- At playtime and lunchtime children should occupy themselves purposefully, without causing distress to others
- Keep the school clean and tidy
- Show respect for their own, school's and other's property

Promoting Good Behaviour

We will promote good behaviour:

- By being calm and cheerful
- By avoiding confrontation but never ignoring bad behaviour
- By being interested and listening to what the children have to tell us
- Giving lots of praise (“catching the child being good”)
- Using punishment sparingly
- Raising children's self esteem
- Smiling a lot

Good behaviour is rewarded in the school by:

- Weekly class reward board winners
- Stickers ,Table points
- Reward of keeping cuddly toy overnight (younger children)
- School House points
- Praise (including taking children to other teachers or mentioning in assembly)

Unacceptable Behaviour

This table shows some examples of unacceptable behaviour on a three level scale to help in deciding on appropriate punishment.

LEVEL 1	LEVEL 2	LEVEL 3
Pushing in	Answering back	Vandalism
Teasing	Preventing others from	Vicious kicking
Interrupting teacher	working	Fighting/thuggery
Attention seeking	Rudeness	Refusal to
Clowning around	Swearing at peers	follow instructions
Spoiling others' games	Lying	Swearing at staff
Talking in class	Biting	Racial abuse
Avoiding work	Graffiti	Stealing
Wasting time	Hitting	Physical abuse of staff
Being noisy	Kicking	Verbal abuse of staff
Running indoors	"Pushing about" fighting	Extortion
Arguing	Refusing to follow instructions	Bullying

Repeated minor problems should be treated as seriously as an isolated more serious one.

Dealing with Unacceptable Behaviour

Sanctions should be **clear, consistently applied, appropriate** and there should be a **certainty** that they will be applied.

Punishments should be as mild as is acceptable for the behaviour.

Below is a hierarchy of sanctions which is a guide rather than a hard and fast rule as to how to deal with unacceptable behaviour.

HIERARCHY OF SANCTIONS

1. The "look"
2. Reminder of desired behaviour
3. Telling off by teacher
4. Warning
5. Related sanction (eg. Make up work, clean up mess etc.)
6. Time out (in own class or someone else's)
7. Send to Headteacher
8. Contact parents
9. Report system
10. Consider moving child to SEN Code of practice in preparation for statementing if necessary
11. Formal warning letter to parents from Headteacher and Governors
12. Up to 5 day exclusion from school
13. 5/15 day exclusion by Governors
14. Permanent exclusion by Governors and LA

Authorisation to use Reasonable Force

Physical Intervention used by staff must be in accord with the idea of "**Reasonable Force**" and used only as a last resort once all other strategies have been exhausted. Legally, the test of 'reasonable behaviour' is significant when working with children and young people. All behaviours will be tested against that of a 'reasonable person' i.e.

"The standard demanded is an objective one, i.e. that of the ordinary reasonable man, in the circumstances of the case. He is a notional person being neither unduly apprehensive nor over-confident".

It is a criminal offence to use physical force or to threaten to use force unless the circumstances give rise to a 'lawful excuse' or justification for the use of force.

We have a duty of care to our pupils. This requires that reasonable measures be taken to prevent harm. The Use of Force to Control or Restrain Pupils – allows teachers, and other persons who are authorised by the head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

The use of corporal punishment is not authorised, but neither is it true that any physical contact with a child is in some way unlawful. Therefore physical intervention will not constitute corporal punishment if used in the appropriate circumstances. Accordingly, a teacher/authorised person in these circumstances is protected, otherwise he or she may hesitate to act in an emergency for fear that the action may constitute an element of punishment. Any force used should always be the minimum needed to achieve the desired result.

Only non-teaching staff specifically authorised by the Head Teacher to have control or charge of pupils may use reasonable force to manage or control pupils.

The following non-teaching staff are authorised by the Headteacher to use Reasonable Force: Alison McKenzie, Hilary Philips, Zoe Harding, Clare Cammack, Jo Murphy and Sue Howarth.

In an emergency, the use of force by other people can be used to prevent injury or to prevent an offence being committed. It is, however, strongly recommended that before using force, staff attempt to use diversion or diffusion to manage the situation. If staff have to use force, they must use techniques and methods with which they are familiar, confident and are permitted by the school. Any force employed, should be reasonable and proportionate and, where possible, it should reflect the person's previous training in the appropriate use of restrictive physical interventions.

Authorisation is not given to volunteers, students or parents.

The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Staff should always report and record use of physical force that occurs in unforeseen or emergency situations by reporting to the Headteacher verbally as soon as possible and by recording the incident in the Behaviour record, kept on the filing cabinet in the staff room.

Reasonable intervention' should be determined by particular and individual circumstances including factors such as the age, size and the medical status or vulnerability of a pupil. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with appropriate training they have received. The Criminal Law Act 1967 allows any person to use such force as is reasonable in the circumstances to prevent a crime being committed for example,

- where a person is being assaulted or is in fear of assault (in order to remove that danger);
- where a person is aware that another individual is in immediate danger of being assaulted;
- when a person is wilfully damaging property.

It is essential that any discussion of Physical Intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Most of the time there will be no need for physical intervention and other methods can be used.

Exclusion

On rare occasions, this course of action may be considered. We will, in such instances, adhere to the LA guidelines which can be found on the LA portal.

Bullying

BULLYING – OUR SCHOOL’S VALUES AND BELIEFS

- All pupils and staff have the right to feel happy, safe and included.
- Pupils and staff have the right to work in an environment without harassment, intimidation and fear.
- **All bullying of any sort (including cyber bullying) is therefore unacceptable.**
- Pupils who experience bullying will be supported by the school.
- We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

OUT INTENTIONS IN PRODUCING THIS POLICY ARE:

- All staff / children / parents are aware of measures implemented in school to promote a happy, safe environment and are aware of protocol if bullying / intimidation is an issue.
- An expression of our belief that all pupils should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear, which is conducive to achievement of individual aspirations.
- To reduce and to eradicate wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To reduce and to eradicate wherever possible, instances in which pupils are subject to any form of bullying.
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To provide support for the pupils accused of bullying. Considering problems they may have in their own lives, or recognising they themselves may be bullied or abused.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- To meet any legal obligations which rest with the school.

OUR DEFINITION OF BULLYING

Bullying – involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult for victims to defend themselves against.

It may take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Cyber bullying – use of email or social media to make insulting or offensive remarks, or the use of photos or video to humiliate.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying (including e.g. skin colour, clothing)
- Sexual bullying
- The use homophobic language
- Bullying of pupils who have special educational needs or disabilities
- Bullying as a result of religious beliefs

CREATING AN ANTI-BULLYING CLIMATE IN SCHOOL

- All staff will provide positive role models to children showing respect and courtesy to all in school.
- Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well, where pupils take responsibility for each other's emotional and social well-being and include and support each other. We will teach pupils how constructively to manage their relationships with others.
- Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.
- We will use school assemblies and collective worship to reinforce our message that bullying will not be tolerated.
- We encourage a climate within school in which children are comfortable about reporting specific or general concerns about bullying in school. Teachers will tell pupils about other sources of confidential help.
- Our School Council offers a forum in which concerns about bullying could be discussed if and when necessary.
- We can use Circle Time / P.S.H.E to discuss bullying issues.
- We will provide training for teachers and non-teaching staff (including mid day supervisors) on spotting the signs of bullying and how to respond.

RESPONDING TO INCIDENTS WHEN THEY OCCUR

- Pupils who have been bullied should report this to a teacher or midday supervisor.
- Pupils who see others being bullied should report this to a teacher or midday supervisor.
- Members of staff who receive reports that a pupil has been bullied should report this to the Head teacher. The Head teacher will then decide how the incident should be dealt with. Parents may be informed.
- Reports of bullying will be logged by an entry in the Behaviour Book (in the staff room by the reportee).
- Instances of bullying towards teaching and non teaching staff should be reported to the Head teacher or Chair of Governors.
- Incidents of cyber bullying should be recorded with printouts of screenshots before being deleted.
- All reports will be taken seriously and followed up by:
 1. We will provide support to pupils who are bullied
 2. We will try to ascertain the extent of the problem
 3. We will engage them in making choices about how the matter may be resolved
 4. We will discuss strategies to try to ensure they are safe and staying safe
 5. We will ask them to report immediately any further incidents to us
 6. We will reassure them that all cases of bullying will be dealt with seriously and preventative measures put in place.
 7. We will interview the pupil (or pupils) involved in bullying
 8. We will listen to their version of events
 9. We will talk to anyone else who may have witnessed the bullying
 10. We will reinforce the message that bullying is not acceptable, and that we expect the bullying to stop
 11. We will seek a commitment to this end
 12. We will affirm that it is right for pupils to let us know when they are being bullied
 13. We will adopt a joint problem solving approach where this is appropriate, and ask pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
 14. We will consider sanctions under our school's Behaviour / Discipline Policy.
 15. We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
 16. We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved.
- We will keep records of incidents that we have become aware of and how we respond to them. This record may be shared with parents.
- We will follow up after incidents to check that the bullying has not started again.

WHEN TOUGHER MEASURES ARE NEEDED

If necessary, we will invoke the full range of sanctions that are detailed in the School's Discipline Policy. These include:

- Removal from the group
- Withdrawal of break and lunchtime privileges
- Withholding participation in school events that are not an essential part of the curriculum.

It also includes fixed term and permanent exclusion from school.

OUR RESPONSIBILITIES

Everyone within the school is expected to:

- Act in a respectful and supportive way towards one another
- Adhere to and to promote the objectives of this policy

Pupils are expected to:

- Report all incidents of bullying
- And suspected incidents that victims may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school

Parents can help by:

- Supporting our anti bullying policy and procedures
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way

BULLYING OUTSIDE THE SCHOOL PREMISES

Schools are not responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. Where a pupil or parent tells us of bullying off the school premises we will

- Talk to pupils about how to avoid or handle bullying outside school
- Talk to the transport company about bullying on taxis.
- Alert parents to the possibility and nature of cyber bullying.
- Involve parents and keep parents informed.

RELATED POLICIES

Our Anti bullying Policy links with a number of other school policies

- The School Code of Conduct
- Behaviour Policy
- Home School Agreement
- Equal Opportunities Policy
- Child Protection Policy
- Complaints Policy
- E-Safety Policy

Monitoring and Assessment of Behaviour

Information on behaviour will be passed on to parents at Parent's Meetings and in the annual report to parents. Parents may be involved at any time with more serious behaviour problems.

With more persistent problems even of a relatively minor nature, class teachers will keep records and if the problems continue the SENCO, class teacher, parents and child will be involved in completing Behaviour Checklists and producing an IEP (Individual Education Plan), with targets to promote Behaviour Change.

The stages involved are:

1. Initial observation and assessment of problem behaviour
2. Defining and setting goals
3. Modelling and prompting of desired behaviour
4. Rewarding acceptable behaviour immediately and systematically.

Pupils put on to the Special Educational Needs Code of Practice for Behaviour will be closely monitored and assessed using the system of Individual Education Plans and Review Meetings that this entails. The Behavioural, Emotional and Social Development Needs Team can be brought in if there is no improvement.

This policy was drawn up in consultation with staff, Governors, pupils and parents at Threlkeld Primary School.

The policy will be reviewed every 3 years unless circumstances dictate otherwise.

Person responsible: K. Horder

Approved by Governors: June 2014

Review date: June 2017.