

# Salterhebble — Policy

## BEHAVIOUR AND DISCIPLINE

October 2018

### RATIONALE

The behaviour policy at Salterhebble School will provide:-

- (i) A consistent approach of positive behaviour strategies
- (ii) A consistent approach to sanctions

The Policy is followed by all staff within the school.

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be learnt and followed by all and the reward and sanctions procedures will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

### AIMS

Salterhebble School will provide a safe, happy and caring community in which the children show respect for themselves, others and their environment, in order that the children become caring and responsible members of society.

### OBJECTIVES

1. School to ensure that children develop:-

- (i) Respect for each other
  - (ii) Respect for adults
  - (iii) Respect for property
  - (iv) Self esteem
- To teach the children tolerance and understanding of other people's beliefs, points of view, gender, abilities and race.
  - To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.

- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion.
- To foster good manners.

## STRATEGIES

All members of staff in the school are involved.

The objectives of the policy will be met by the following:-

- The school mission statement, WE CARE, being overtly displayed and continually referred to in assemblies, PSHCE lessons, Circle Time etc
- All staff being 'role' models.
- Positive signs will be posted in appropriate places within the school to act as reminders e.g. 'Remember to walk'  
'Say please and thank you'  
'Thank you for being polite'
- All staff will look for positive behaviour which they can reward.
- Ensure that there are appropriate activities available during lunchtimes, playtimes and indoor playtimes and that they are distributed fairly.
- The school rules will be promoted at all times by staff and learners.
- All will be taught to treat others well and their behaviour will reflect this.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
- The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.
- Each member of staff is held to be responsible for the good behaviour of the children in their care.
- Each member of staff will promote positive relationships through their formal and informal interactions with children.
- Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Headteacher who will agree an appropriate strategy of help and support.
- The Headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
- When there is a serious problem with a learner's behaviour, the Headteacher will, where appropriate, involve outside agencies.
- In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

## **REWARD SYSTEMS**

### Classroom

Verbal Praise

Stickers given to reward individuals

Use of a system which builds to a corporate 'team' reward

Public reward of a Star of the Week Award

Marks in planner

Public reward of Smile Award

Public reward for good behaviour at lunchtime: Tickets – prizes

### Around the School

A consistent policy to build up a 'team' reward.

All staff are given the opportunity to support good behaviour within the school, the playground and the canteen by:-

Verbal Praise

Awarding team points

A weekly check as to the progress of the teams will be announced in assembly.

Rewards will be given on a half termly basis.

All staff are able to refer a child to the Headteacher for outstanding good behaviour.

Thank you Cards can be given by any member of staff who notices a child behaving really well. All staff are able to nominate children who have displayed outstandingly good behaviour.

## **SANCTIONS**

There are times when sanctions are necessary in order to show displeasure in unacceptable behaviour. These take the form of:-

- (i) Verbal warning by member of staff
- (ii) Class teacher sanction.
- (iii) Children sent to Deputy Headteacher. Note in planner
- (iv) Children sent to Headteacher
- (v) Improvement Room

Record of children seen.

Serious and continued misbehaviour results in parents being informed.

3 visits prompt appointment between parent and Headteacher

Incidents of a serious nature are to be logged as a report in the Incident /Behaviour Book

The above points may involve missing of playtime/part of playtime/writing a letter of apology depending upon the offence.

There are to be no blanket sanctions.

## **LUNCHTIMES**

### Rewards

Lunchtime Supervisors can reward good behaviour with a raffle ticket. These are drawn each Friday in Celebration assembly and a reward is chosen.

### Sanctions

There are ladders of consequences clearly displayed around school: a version for Lunchtime Supervisors, a version for Key Stage 1 pupils and a version for Key Stage 2 pupils.

- (i) Verbal warning
- (ii) Time with Supervisor
- (iii) Brought in to Head/Deputy - behaviour entered in the book and a suitable sanction imposed.
- (iv) Discussed with parents
- (v) Excluded from lunchtimes

### Anti-social behaviour which is deemed socially unacceptable e.g.

- (a) foul language
- (b) fighting
- (c) answering back
- (d) throwing objects

The child will at once be sent to the Headteacher who will record the incident in the Incident Book and deal with each incident according to individual circumstance, after listening to all people involved in the incident. Parents will be informed of the incident and action taken.

If the above behaviour is repeated regularly a letter will be sent to parents requesting a meeting with the Headteacher. At this meeting appropriate behaviour modification programmes will be discussed. If appropriate the educational psychologist/behaviour support agencies will be contacted.

There are some incidents which are extremely serious:

- (i) Bullying
- (ii) Assault on members of staff
- (iii) Serious assaults on other children
- (iv) Purposely throwing an object which could harm

Bullying is to be dealt with as outlined in the anti-bullying policy.

In the case of any of the above parents will be contacted as soon as is practical and requested to discuss the incident with the Headteacher.

This could lead to the child being isolated internally within school for a fixed period or excluded externally from school for a fixed period of time.

If the above behaviour is a regular occurrence then the parents will be invited to discuss the problems with the Headteacher and members of the Governing Body. The ultimate sanction is permanent exclusion.

## **USE OF FORCE TO RESTRAIN PUPILS**

The most recent guidance for schools recognises that no school should have a no touch policy.

Teachers have a specific legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

This does not authorise the use of corporal punishment in any circumstances.

All members of the teaching staff and members of the non teaching staff have authorisation to use restraint if necessary. All identified staff will follow the procedures for Calderdale regarding the restraining of pupils and will have appropriate training (when provided).

## **TYPES OF INCIDENTS**

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories, which promote the well-being and safeguarding of all members of the school community:

- a. where action is necessary in self-defence or because there is an imminent risk of injury;
- b. where there is a developing risk of injury, or significant damage to property;
- c. where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that 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 engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

## **REASONABLE FORCE**

There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age and understanding of the pupil.

## **PRACTICAL CONSIDERATIONS**

Before intervening physically a staff member should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and staff members should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a staff member should not intervene without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the staff member believes he or she may be at risk of injury. In those circumstances the staff member should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The staff member should inform the pupil(s) that he or she has sent for help. Until assistance arrives the staff member should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

## **APPLICATION OF FORCE**

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or,
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should **not** act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;

- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Staff are trained in careful and considerate handling.

## **RECORDING INCIDENTS**

It is important that there is a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where restraint is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

School keeps an up-to-date record of all such incidents, on the on-line child protection system (CPOMS). Immediately following any such incident the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards. That should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that restraint was necessary e.g. to prevent injury to the pupil, another pupil or member of staff);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

## **EQUAL OPPORTUNITIES**

The behaviour policy of Salterhebble School will be administered fairly at all times. There will be no circumstances in which gender or race will cause an alteration to the appropriate reward or penalty.

## **HEALTH and SAFETY**

No reward or sanction will endanger the health and safety of a child.

## **OUTCOMES**

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

**This policy was approved at a meeting of the Governing Body**

**on** .....

Signed .....  
(Chair of Governing Body)

Dated.....

Signed .....  
(Headteacher)

Dated.....

Signed .....

Dated.....

Signed .....

Dated.....

This policy will be reviewed every three years.