

Kempsford Church of England (Voluntary Controlled) School



“Together, we will Rise”

Behaviour Policy

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This is the Behaviour policy of the school. It is controlled by the Headteacher and reviewed by the FGB.

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Statement on General Principles for Behaviour and Discipline

The Governors of Kempford Church of England Primary School place high emphasis on the school's role in the direction of children's spiritual and moral development. They are highly committed to the vision of a caring community, where self-worth, respect for each other, knowing right from wrong and a sense of community and belonging are promoted within a Christian ethos. Such values are promoted positively and consistently throughout the school by all staff and helpers, in line with this statement and the Behavioural Relationships Policy document.

Our policy is built upon the foundations of being a Trauma Informed School 'Trauma is a response to any event/s encountered as an out of control, frightening experience that disconnects us from all sense of resourcefulness, safety, coping and/or love (Tara Brach, 2011). Trauma is not an event itself, but an emotional response to an overwhelmingly painful and stressful event where there was no-one there to help you with what was happening at the time (Margot Sutherland)

Positive behaviour and relationships is promoted primarily by praise and encouragement, using techniques based upon the latest research (Gilbert, 2018; Gus et al., 2017; Rose, McGuire-Sniekus and Gilbert, 2015).

The participation of parents is actively sought in promoting high standards of behaviour and positive relationships

Opportunities will be provided in and out of the classroom for children and staff to raise concerns or worries regarding behaviour and discipline.

Low standards of behaviour in the form of bullying of any kind, including racial bullying, sexual harassment, rough behaviour, bad language or a lack of respect are **not tolerated**. Such behaviour will be deemed unacceptable and steps will be taken to correct it. However the principle that it is the behaviour, not the child, which is unacceptable, will always be upheld.

This policy sets out the controls and responsibilities for managing behaviour and discipline at Kempford Church of England Primary School.

Associated Policies

This document should be read in conjunction with the Safeguarding Policy, the Teaching for Learning policy, and the policy for Personal, Social and Health Education. It is intended to give further detailed guidance on the expectations of the school and procedures to be carried out under certain circumstances. It should also be read in conjunction with the Addendum for Covid 19.

The Governing Body has a duty to consider the head teacher's decision to exclude a pupil. This duty can be delegated to a subcommittee convened specifically for that purpose i.e. the Disciplinary Panel. This procedure is documented in the Exclusion Guidance for the Governing Body Disciplinary Panel which is held by the Chair of Governors and reviewed by the exclusion link Governor Joe Dickens.

Roles and Responsibilities

It is the responsibility of the **Governing Body** to establish a policy and procedure for Behaviour and Discipline and to monitor the effects of the procedure.

It is the responsibility of **the Headteacher** to:

- Encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual;
- address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedures in accordance with relevant professional standards.

In particular **staff** should:

- **be punctual for lessons, ensure that pupils enter and leave the classroom in an orderly manner and display good classroom management.**
- establish a stimulating learning environment;
- actively build a positive relationship with each pupil
- provide adequate supervision during lessons;
- mark and return work in line with the Feedback and Marking Policy.
- be courteous and polite to pupils and avoid the use of sarcasm or scathing praise, encourage and reward pupils wherever possible and

consequently encourage appropriate behaviour rather than rely on negative sanctions;

- make it obvious that each pupil is of equal importance and that praise, rewards and sanctions are used equitably;
- seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure.
- develop positive relationships and recognise that through their own behaviour and manner they will demonstrate and encourage high standards.
- Staff should ensure that children and parents/carers are aware of the policy and understand what is expected of them in terms of behaviour.

It is the responsibility of **pupils** to develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships, respect for the property of the individual and of the school and a respect for one another.

It is the responsibility of **parents/carers** to support the school in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships, respect for the property of the individual and of the school and a respect for one another.

Kempsford Values

The Kempsford Values form the basis for the promotion of a safe, caring environment in which children can enjoy learning. The children are regularly made aware of these values, which are displayed in all classrooms and in the school hall. Children are helped to understand the consequences of disregarding rules. Regular 'Circle Time' and discussion in every class gives all children the opportunity to express their opinion and raise issues of concern. The school council provides children with a vehicle to influence policy and practice in the areas of behaviour and discipline.

Behaviour Stages,

We use positive behaviour reinforcement across the school. The whole school system for positive rewards is one which follows the reward chart as highlighted below. Within classrooms, a range of additional systems are used which are age appropriate and, where possible, tailored to children's requests. Class-based systems are designed to encourage children to behave appropriately, to reward good behaviour and reinforce the values of the school.

We will use the four stages of Emotion Coaching to support the emotions which have led to certain behaviours. These are:

- 1) Recognise the child's feelings and empathizing with them.
- 2) Validating and label the feelings
- 3) Setting limits of behavior (if needed)
- 4) Problem – solving with the child.

Our aim is to build a collaborative relationship between home and school where parents are fully informed about their child's behaviour.

The children's successes are celebrated in assemblies or within the classroom environment. We recognise successes and achievements from both in and out of school to emphasise their importance. The school's behaviour systems are consistently applied across the school day, with all staff rewarding and praising children positively.

At Kempsford C of E Primary School, systems which have been created to ensure all children are treated fairly and consistently regarding their behaviour. Our primary aim is to ensure that inappropriate behaviour does not impact negatively on the learning of others and that all children are prepared for their future, having the skills to become responsible citizens and a valuable part of the community.

Negative behaviour will be monitored by class teachers and referred to a member of the school's senior leadership team where necessary. Low level disruption will not be tolerated. The SLT will support all staff with strategies and parents will be involved to understand their child's needs and possible triggers of behaviours.

For some children, modified systems will be used to meet their individual needs. This may be recorded as part of the child's MyPlan, EHCP or relevant paperwork. However, this is not a requirement; staff may use their own discretion where they know a child has a particular behavioural need. Where a specific need requires it, children may be directed to a "Safe Space" where they can be allowed to begin the process of self-regulation. Emotion Coaching techniques will be used by all staff. All colleagues are aware of these "Safe Spaces" and a consistent approach will be adopted. In the case of extreme behaviour incidents, staff may need to use physical intervention in order safeguard individuals or other students. In the event of this, the schools' physical intervention section of this policy will be followed.

Pupil Support and Pastoral Care

Pastoral support is an important part of prevention and the restorative, reflection process. All staff will be responsible for this process, teaching through the curriculum social skills and how to regulate and manage their behaviour and emotions. Bullying of any kind will not be tolerated and separate guidelines regarding bullying can be found in the anti-bullying policy.

In addition to the pastoral support on offer within school, staff can request the involvement of external agencies. The support currently available within school include: Health Visitors, School Nurse, Glos Ed Leaders, Early Help Hub and Community Police Officer. However, there are additional agencies which can provide support for individuals and families, but the level of availability and involvement does depend on individual circumstances. These can include: Social Services, Medical Services, e.g. GP's, Children and Young People's Services (CYPS), Therapists (Speech and Language, Physiotherapists, Occupational), Educational Psychologist, Glos Young Carers, Adult Mental Health Services.

SEND

We aim to treat all of our children as individuals and therefore realise that for some of them following these rules is a particular challenge, and therefore will stand outside of the procedures in the behaviour flowchart.

We believe that it is essential to establish boundaries and clear standards of behaviour for the welfare of all, so individual behaviour and reward charts may be set up where staff feel it is necessary to help some children with specific targets to focus on.

- . Records are kept of these and the child may have individual behaviour plans written by the SENCO and class teacher and in collaboration with parents
- . In order to keep consistency we will follow the behaviour flow chart in line within behaviour plans where possible.
- . The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Behaviour out of School hours

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate pupils' behaviour in these circumstances.

The school can respond to any non-criminal behaviours which are witnessed by a member of staff or are reported to the school. These behaviours will be dealt with in line with the sanctions and exclusions sections of this policy. If we are informed of any anti-social behaviour outside of school, parents will be informed via a letter, which details the actions which have been taken in school to deal with this behaviour.

Fixed-term and permanent exclusions

The school follows the national Exclusions Guidance, published by the DCSF in 2008 and updated in 2011, and has regard to the standard national list of reasons for exclusion. We will review and observe any legislation changes. Currently, schools, academies and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion.

The Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Only the Head teacher may exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Details of any exclusion are documented accordingly and kept as a record, forming a timeline of behaviour. Exclusion data is reported to governors regularly.

Prior to exclusion, the Head teacher will speak to or receive reports from all parties involved to establish all of the contributing factors. The Head teacher will then make an informed decision on whether to exclude the child and the length of the exclusion. If the Head teacher excludes a child, the school will inform the parents immediately, giving reasons for the exclusion. This is followed up in writing where it is made clear to the parents that they can, if they wish, appeal against the decision to the governing body.

During the exclusion period, the child must not be in a public place during school hours and the parents are responsible for the whereabouts of the pupil. Parents may be issued with a fixed penalty notice or prosecuted if they fail to do so. For exclusions of more than 5 school days, the Head teacher will arrange suitable full time education for any child of compulsory school age. This provision will begin no later than the sixth day of the exclusion. Head teachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.

For pupils who are permanently excluded, the local authority from which the child resides must arrange suitable full time education for the child to begin no later than the sixth day of the exclusion. Parents have the right to appeal against an exclusion to the governing body.

Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to the school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

Offensive Weapons

The school will take this very seriously as it is an illegal offence to carry any form of dangerous weapon. Any child found in possession of an offensive weapon in, on, or around the school premises will be treated very seriously and procedures will be followed in line with the offensive weapons act. This will result in the child being permanently excluded from the school.

Screening searching and Confiscation

School staff can search pupils with their consent for any item which is banned by the school rules. The staff authorised by the Head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has:

- knives and weapons
- alcohol or tobacco and cigarette papers
- illegal drugs and stolen items
- any item which has or is likely to be used to commit an offence, cause personal injury or damage to property;
- and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The appropriate legislation will be followed with regards to what must be done with prohibited items found as a result of a search.

Weapons and Knives must always be handed over to the police; otherwise it is for teachers to decide if and when to return a confiscated item.

Mobile phone policy

Our school actively discourages the use of mobile phones by any pupil. In exceptional circumstances a key stage 2 child may need a mobile phone in school i.e. if walking home alone or attending an after school club or community activity. The school accepts no responsibility for mobile phones brought into school. If they are brought into school, they should be handed into the office in the morning and collected again when the child leaves school. It is the responsibility

of the child to make sure that they do this. If a child is found using a mobile phone in school, it will be put into the safe and the child's parents will need to collect it. Under no circumstances may images be taken on children's mobile phones. On school visits, staff will take mobile phones for cases of emergencies.

Progress Card

Name: _____ Date: _____

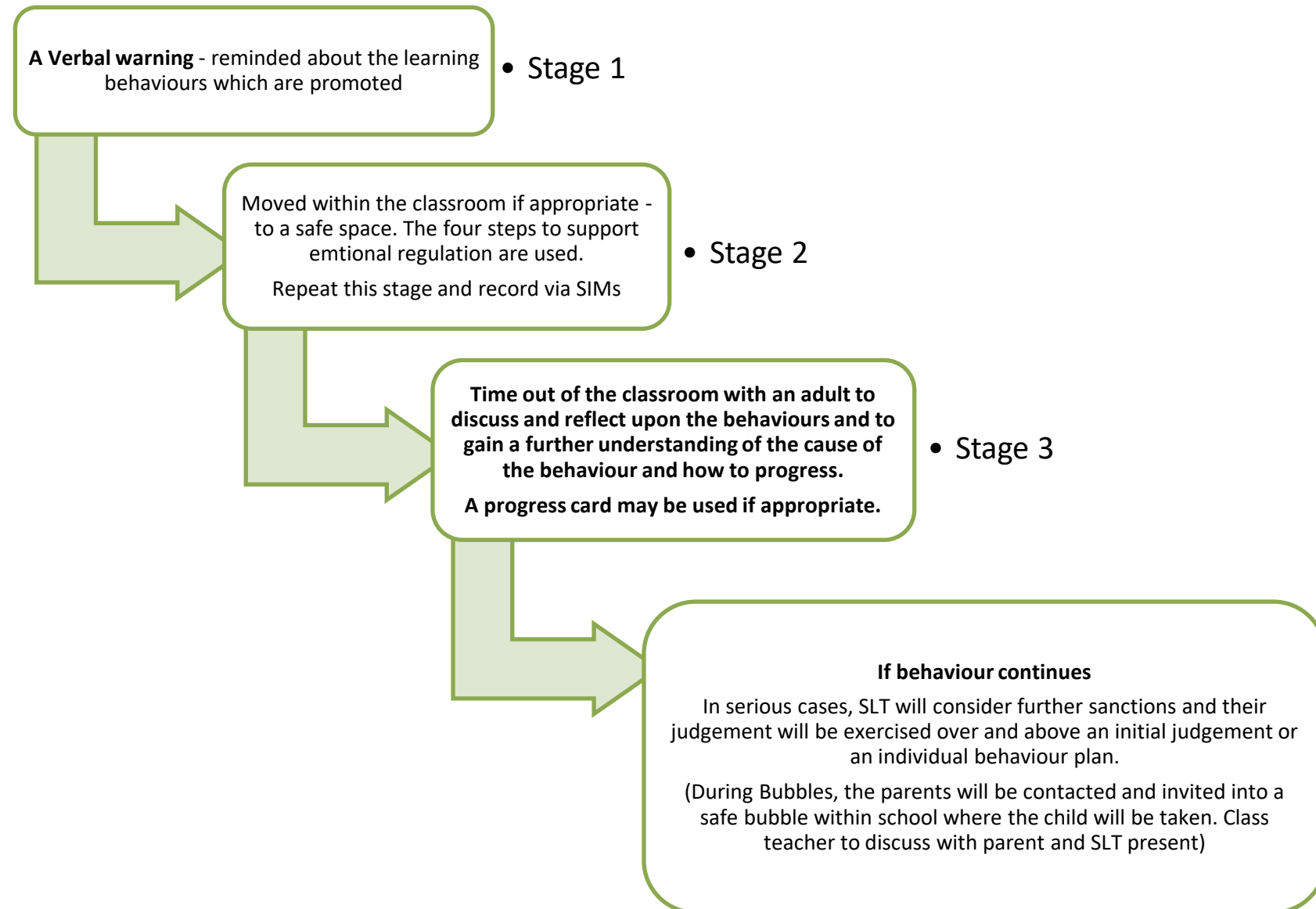
Focus: _____

1 = Excellent 2 = good 3 = ok 4 = poor 5 = unacceptable

	BC	Register	Session 1	Assembly	Play time	Session 2	Lunch	Session 3	Session 4	ASC
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Teacher signature: _____ SLT Signature: _____

Behaviour Flowchart



Use of Physical Force.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

Authorisation and Training

The head teacher can authorise staff other than teachers and volunteer helpers to restrain pupils if necessary, and might include teaching assistants, midday supervisors, specialist support assistants, education welfare officers, people accompanying pupils on visits, and so on. Head teachers should keep an up-to-date list of authorised people and should provide training to ensure that everyone knows what they can and cannot do. The list is held in the school office

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.

Records

Detailed and up-to-date records should also be kept of incidents where restraint is used. It is always advisable to inform parents of such an incident and to allow an opportunity to discuss it.

Records of incidents should include:

- the name(s) of the pupil(s) involved
- when and where the incident took place
- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force
- the nature of the force used and the pupil's response
- the outcome of the incident; and a description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

Care should be taken to avoid restraining actions that might be construed as physical assault such as holding a pupil round the neck, by the collar, thereby restricting the pupil's breathing. Where possible, no member of staff should try to resolve a situation unaided and should be supported by another member of staff, even if only to act as a witness.

Rewards

RISE stickers

These can be used independently by all adults to reward any element of RISE at any point. It is at the discretion of the adult awarding the sticker as to which element of RISE the sticker has been awarded for. The guidance is for any element of RISE that is 'above and beyond' the normal, which is contextual therefore at the adults discretion. Children receive a 'star' in Celebration assembly which is then suspended from the RISE ceiling. Only children who have received RISE stickers throughout the week can go forward to the RISE Awards.

RISE Awards

RISE awards are presented each Friday morning within each class. All class adults will discuss which child will be gaining the award. Only children who have gained a RISE sticker during the week can go forward for the award.

Housepoints

All children within the school are placed into one of four Houses. Housepoints are used to recognize the efforts and successes of the children in areas known as The Arts. It is important to recognise and celebrate achievement from across the wider areas of the curriculum and from interests from outside of school.

Learning Skills Award

Each week, a child who has exceeded within the Learning Skill foci will be awarded a certificate to celebrate this achievement.

Values award

Each week, a child(ren) are selected to receive a Values award. Our Values are integral to our school vision, the demonstration of these is recognized and is used to model to other children.