



Behaviour Management and Physical Intervention Policy

Reviewed: March 2017

By: Personal Development, Behaviour and Welfare team

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Next review date: March 2018

TEYNHAM PAROCHIAL C OF E PRIMARY SCHOOL

BEHAVIOUR POLICY

INTRODUCTION

At Teynham Primary School we strive to create a positive, calm and purposeful atmosphere where all children can learn to the best of their abilities. The school prospectus, which outlines our vision and aims, is set in a framework of Christian forgiveness and a fresh start. This demonstrates our commitment to the school as a Christian community. All communities need rules and guidelines, rewards and sanctions. Everyone at this school is involved in the social education of our children.

We encourage all children and adults to let us know about any events (at home or school) which are causes for celebration or concern. Staff keep each other informed of any matters that may affect individual behaviour e.g. birth in the family, marriage, divorce, separation, bereavement etc. All comments are dealt with discreetly and adults will keep sensitive information confidential.

A summary of our aims for promoting good behaviour:

- Children and adults feel valued and are treated with respect
- Children and adults take responsibility for their own actions
- Children and adults can sort our difficulties in peaceful ways

POSITIVE BEHAVIOUR

Good behaviour is reinforced during class lessons, assemblies, PHSE and social occasions such as playtimes and dinner times.

A list of Positive Behaviour Strategies used in this school can be found in Appendix 1.

School Rules

The school rules are positive statements and reflect the ethos of the school.

- 1. Stop, think and walk**
- 2. Respect everyone and everything**
- 3. Have a positive attitude everywhere**
- 4. Treat others as you would like to be treated**
- 5. Make the right choice**

It is important that these school rules are learnt so that the children and staff can referred to them if they are broken.

DEALING WITH UNACCEPTABLE BEHAVIOUR

We strive to be consistent and fair to all children using the behaviour systems that are in place, i.e. weather behaviour charts, sticker charts

Each individual case will be fully investigated by staff and incidents will be recorded by a relevant member of staff, e.g. MSM's at lunchtime; a sanction will be decided by the class teacher or member of the senior leadership team. The sanction and any further steps taken will depend on the nature of the incident. Where appropriate the child's parent/carer will be informed verbally or by letter.

There are circumstances, i.e. medical diagnosis, which have an effect on the way in which a child will be dealt with.

What happens if a child misbehaves?

- The child is reminded about the behaviour expected and the school rules.
- Where appropriate we discuss incidents with the children involved, using a restorative approach.
- Where appropriate, we encourage children to resolve disagreements themselves.
- We encourage children to take responsibility for their own behaviour.
- The majority of incidents will be managed by the adults involved
- Where appropriate, The Step Warning System detailed below will be used.

Step Warning System

1. Praise those around (i.e. names can go on a happy side to record positive behaviours or on the rainbow in KS1 and Yr R classes)
2. Remind of the rules and warn
3. Name on the board
4. Name has a cross added (minutes from playtime lost)
5. Name has a cross added (minutes from lunch/playtime missed)
6. Name has a 3rd cross added (work in another class)

Parents will be informed normally by the class teacher. If behaviour continues to be inappropriate then parents will be invited into work with the class teacher on a behaviour plan (see appendix 2) This is reviewed, normally every two weeks. In some cases a pastoral support plan is written. (see appendix 3)

Alternative hours and Exclusions

Very occasionally behaviour is so extreme that a fixed term exclusion is given. If this happens frequently then alternative hours may be discussed and agreed with parents. The following forms of behaviour are considered serious and may lead to a fixed term exclusion:

- Causing severe and/or persistent disruption to the teaching and learning environment within the school.
- Physically endangering their own safety or the safety of other pupils or adults.
- Using threatening and abusive language.
- Acts of physical violence.
- Leaving the school premises #
- Sexual assault *

- Racial abuse^

In these circumstances the child will be watched but pursued, a senior member of staff alerted and then the family and police called if the pupil leaves the school site.

*In these circumstances a written Green safeguarding incident form will be completed, following statutory guidelines

^ In these circumstances a written racial incident form will be completed, following statutory guidelines.

Where there is repeated or persistent inappropriate behaviour:

For a few pupils who display significant negative behaviours over a period of time, there are a number of different strategies to support them managing their own behaviour that may be appropriate, to avoid permanent exclusion.

- Meeting involving the head teacher, class teacher, SENCO, parent and pupil
- Meetings involving other agencies that are working with the child and/or family
- Behaviour plans with agreed strategies , targets, rewards and sanctions
- Regular reviews
- Pastoral support Plans
- Sticker sheets
- Referral to specialist teacher service via LIFT meeting
- Early help referral
- Personalised timetable

Such strategies will be planned as appropriate for each individual.

Permanent Exclusion

Will be used in extreme circumstances, or where all support mechanism have been exhausted, at the discretion of the Headteacher in consultation with other members of staff, governors and LA personal, according to government guidelines.

Physical intervention

The Education and Inspection Act 2006 provides the legal power for school staff to use reasonable force to prevent pupils from committing a crime, or causing injury, damage or disruption.

At Teynham, Physical intervention is used as a last resort, most likely in order to prevent harm to a member of the school community. In the unlikely event of physical intervention a written record of the circumstances, including witnesses, should be passed to the headteacher as soon as possible.

All staff are trained in Team Teach.

BULLYING

- Bullying can be verbal, physical and/or psychological.
- It involves an imbalance of power – the powerful seeking to dominate the powerless.
- It is often repetitive over a period of time.

It is the school's aim to prevent bullying. We will teach children how to respect others by the use of Personal Social and Health Education (PSHE) and Citizenship lessons and Assemblies and by the use of positive behaviour strategies mentioned earlier.

If bullying occurs, the Procedure for Dealing with Bullying (Appendix 6) will be implemented. Children and their Parents/Carers will be encouraged to speak to a member of staff if they suspect that bullying has taken place. All allegations of bullying will be dealt with by the Headteacher or the Deputy Headteacher.

Links to other policies

This policy should be read in conjunction with existing policies and documents including Safeguarding/Child protection, Online Safety, Anti-bullying, SEN, Inclusion and the home/school agreement.

APPENDIX 1

POSITIVE BEHAVIOUR STRATEGIES

1. Whole school rules to develop consistency during the pupils' time at Teynham Parochial CEP School. If appropriate class teachers may also agree a set of class rules that will be set and discussed with the children at the start of each year.
2. Individual teachers organise their own positive strategies within their class. These may include stickers, certificates, stars etc.
3. Whole school use of golden book of work/reading is celebrated in Celebration Assembly each week.
4. Application of a consistent behaviour system that the children can refer to and understand.
5. Midday Meal Supervisor lunchtime certificates presented in Assembly on a weekly basis.
6. Strength Bench to encourage and promote PSHE links e.g. kindness, courage, curiosity.
7. Achievements for out of school activities recognised through assemblies, parents/carers' newsletters and the school website
8. House points given, weekly total announced each week, termly total with winning team celebrated.
9. Regular "Celebration Assemblies" when work from the week is shared and enjoyed.
10. Regular family assemblies where children's talents are recognised.
11. Children are sent to other members of staff for feedback when excellence is achieved. (Golden work)
12. Regular PHSE sessions.
13. The use of "Golden Time" as a privilege, which is child initiated. Time can be deducted for inappropriate behaviour but regained for good behaviour
14. The use of positive instructions e.g. "Please walk" instead of "Don't run".
15. Opportunities for staff and pupils to laugh together.

APPENDIX 2

My Plan

Child's name:

Year/Class:

Start to do	Who is going to help me and how?
1.	
2.	
3.	

What will happen if I get things right?

What if I don't?

Please turn over.

Start date:

Review date:

This plan will be devised by the child, school representative and parent/carer

(Child)

Signed:

(School)

Signed:

(Parent/Carer)

Signed:

What will happen if I make the wrong choices?

After being reminded of the correct choice, I will be given a warning and my name will be written on the board to remind me.

If I continue to make the wrong choice, I will have a cross written next to my name. This means I will miss break.

If I continue to make the wrong choice, I will have another cross written next to my name. This means I will miss lunch break.

If I continue to make the wrong choice, I will have another cross written next to my name. This means I will be sent to another classroom to work for half a day. During the internal exclusion, I will be expected to work hard and make the right choices. If I continue to make the wrong choices, I will be given 3 reminders (Name, Name X, Name XX). If I make the wrong choice for a fourth time, I will be externally excluded for at least a day.

The school's behaviour policy still applies to, and serious incidents may still result in an instant permanent exclusion.

If receives 15 or more days of external exclusions in a term, the school will consider permanent exclusion.

Each day in class will be a fresh start.

Each new term will be a fresh start.

Name (warning)

Name X (no play)

Name XX (no lunch play)

Name XXX (Internal Exclusion)

External Exclusion (1 day)

Possible permanent exclusion

APPENDIX 3

Pastoral Support Programme

Name: _____ **DOB:** _____ **Year Group:** _____
Date: _____ **Key Member of staff:** _____

Looked after child: _____ **Child Protection register:** _____ **Child in Need:** _____
ATTENDANCE: _____

External Agencies involved:	Key Contact
Behaviour Service	
Child and Adolescent Mental Health (CAHMS)	
Educational Psychology	
Educational Welfare Service	
Cognition and Learning Service	
Additional Needs Department (AEO)	
Social Services	

Positive attributes and strengths

Prioritised concerns/behaviour difficulties:

Influences on the behavioural difficulties:

Priorities for change (what changes need to happen? What differences do we need to see?)

What are our targets?

Agreed time frame.

School action plan:

Parents action plan:

Pupil action plan:

Other actions:

Pastoral Support Plan

How will progress be recorded?	Who will record the progress?
How will progress be rewarded in school?	How will progress be rewarded at home?
Which adults need to be kept informed?	
How often will the programme be monitored?	Who will monitor the programme?

Signed:

Review date:

APPENDIX 4

Procedures for Dealing with Incidents of Bullying

Remember

Bullying can be verbal, physical and/or psychological

It involves an imbalance of power – the powerful seeking to dominate the powerless

It is often repetitive over a period of time

1. Disclosure

Following disclosure by a child or adult the incident will be reported directly to the Headteacher or the Deputy Headteacher. *If necessary, the designated First Aider will ensure the well-being of the “victim” whose safety and reassurance will be paramount. NB If the allegations concern an adult, the correct Child Protection Procedure will be carried out.*

2. Informing adults

The Headteacher or the Deputy Headteacher will inform the parents of both the “bully” and the “victim” by telephone. Both sets of parents will be told of the procedure to be undertaken and given a time for a follow-up call.

3. Investigation

The Headteacher or the Deputy Headteacher will carry out a full investigation by:

- Recording full individual accounts of the incident(s) made by all those involved as soon as possible
- Checking and re-checking facts with the “bully” and the “victim”
- Agreeing the facts with all those directly involved
- Completing a Serious Incident Form

4. Action

Further action will be agreed. This will consist of:

Short Term

- Temporary exclusion of Child(ren) involved in bullying

Medium Term

- A behaviour Action Plan for the “bully”
- A Pastoral Support plan for the “victim”
- Group discussions
- Class lessons/circle time
- Involvement of outside agencies e.g. Behaviour Support Services

Long Term

- Whole school programme of Anti-Bullying strategies
- Letter to parents reminding them about Behaviour Policy

5. Informing adults

The Headteacher or the Deputy Headteacher will inform both the parents and the staff of the action taken. *If parents wish to make a complaint they will be advised about the Complaints Procedure.*

6. Review

The children and adults involved will be invited to review the procedure and subsequent action within three weeks of the incident.