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"I am able to do all things through Him who strengthens me" Phillippians 4:13

# Behaviour Management and Physical Intervention Policy

Reviewed: March 2021

Agreed: Governors meeting - 24<sup>th</sup> March 2021

Next review date: March 2024

# 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.

Using our Christian values as the golden thread in all we do, we believe that children have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways in God and his world.

*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. Promoting Well-being and resilience activities can change behaviours and may lead to better mental health.

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.

### **Updated procedures in light of phased re-opening of schools due to Covid-19**

All children must adhere to the school rules. Behaviour systems remain in place - for Key Stage 1 the rainbow chart system will be used

For Key Stage 2

After being reminded of the correct choice, they will be given a warning and their name will be written on the board.

If they continue to make the wrong choice, a cross will be written next to their name. This means they will miss break.

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

If they continue to make the wrong choice, they will have another cross written next to their name. This means they will be sent home for their own well-being.

Any children who attends school with a behaviour or pastoral support plan are expected to stick to their targets. Any child who puts themselves or others in danger (children or staff) will be sent home. Parents will be expected to pick up their child and the child will not be allowed to return until a robust conversation with parents and child has taken place. If negative behaviour continues, the child will not be allowed back into the school building until it is safe to do so. Children who may need to access a safe space need to be aware and talked through where this may be, as their usual safe space may not be available.

This is in conjunction with risk assessments and other addendums in Health and Safety policy, Child protection policy and Attendance policy.

## **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 e.g. Comic Strip Conversation.
- 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 3<sup>rd</sup> cross added (work in another class) - see Covid addendum

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. The incident will be recorded on CPOMs.

\*In these circumstances the incident will be reported using CPOMs.

^ In these circumstances the incident will be reported on CPOMs and the Headteacher informed, who would fill out the Racial Incident Annual Survey.

### **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 mechanisms have been exhausted, at the discretion of the Headteacher in consultation with other members of staff, governors and LA personnel, 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, this will be reported using CPOMs and SLT alerted as soon as possible. All staff are trained in Safer Handling.

## **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) lessons (Jigsaw). Assemblies and by the use of positive behaviour strategies mentioned earlier further reinforce the learning.

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. Charter Chair to encourage and promote PSHE links e.g. kindness, courage, curiosity.
6. Achievements for out of school activities recognised through assemblies, parents/carers' newsletters and the school website
7. House points given, weekly total announced each week, termly total with winning team celebrated.
8. Regular "Celebration Assemblies" when work from the week is shared and enjoyed.
9. Regular family assemblies where children's talents are recognised.
10. Children are sent to other members of staff for feedback when excellence is achieved. (Golden work)
11. Regular PHSE sessions.
12. The use of positive instructions e.g. "Please walk" instead of "Don't run".
13. 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:** \_\_\_\_\_

<b>External Agencies involved:</b>	<b>Key Contact</b>
Behaviour Service	
Child and Adolescent Mental Health (CAHMS)	
Educational Psychology	
Educational Welfare Service	
Cognition and Learning Service	

Additional Needs Department (AEO)	
Social Services	

<b>Positive attributes and strengths</b>	
<b>Prioritised concerns/behaviour difficulties:</b>	
<b>Influences on the behavioural difficulties:</b>	
<b>Priorities for change (what changes need to happen? What differences do we need to see?)</b>	
<b>What are our targets?</b>	
<b>Agreed time frame.</b>	
<b>School action plan:</b>	
<b>Parents action plan:</b>	
<b>Pupil action plan:</b>	
<b>Other actions:</b>	
<b>Pastoral Support Plan</b>	

<b>How will progress be recorded?</b>	<b>Who will record the progress?</b>

<b>How will progress be rewarded in school?</b>	<b>How will progress be rewarded at home?</b>
<b>Which adults need to be kept informed?</b>	
<b>How often will the programme be monitored?</b>	<b>Who will monitor the programme?</b>

**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.

### **Exclusion of Pupils - Taken from Kent Trust Web**

Section 52 of the Education Act 2002 and Regulations made under the Act, namely the Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002: SI 2002/3178 govern the exclusion of pupils from maintained schools. 'Exclude' means exclude on disciplinary grounds. Head teachers, teachers in charge of a Pupil Referral Unit (PRU), governing bodies, local authorities (LAs) and Independent Appeal Panels (IAPs) must by law have regard to this guidance when making decisions on exclusions and administering the exclusion procedure. Although the Act defines 'exclude' as meaning simply exclude on disciplinary grounds (without specifying any degree of seriousness), the DCSF guidance states that exclusion is a serious step. Exclusion should only be used in response to serious breaches of the school's discipline policy

### **Rationale**

This policy, is underpinned by the shared commitment of all members of the School communities to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School communities, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

### **Introduction**

The decision to exclude a student will be taken in the following circumstances: -

- (a) In response to a serious breach of the Behaviour Policy
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the Behaviour Policy:

Serious verbal abuse to Staff and others

- .. Serious verbal abuse to students
- .. Physical abuse to/attack on Staff
- .. Physical abuse to/attack on students
- .. Indecent behaviour
- .. Damage to property
- .. Misuse of illegal drugs
- .. Misuse of other substances
- .. Theft
- .. Serious actual or threatened violence against another student or a member of staff.
- .. Sexual abuse or assault.
- .. Supplying an illegal drug.
- .. Carrying an offensive weapon.
- .. Arson.
- .. Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the children's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

### **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (first offence 1 day, increasing to 2 up to 5 when other agencies are involved)

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination i.e.

SATs

The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher and other staff where appropriate.

During the course of a fixed term exclusion where the child is to be at home, parents are advised that the child is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

## **Permanent Exclusion**

The decision to exclude a child permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on School premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or „one off“ offence. These might include:

- .. Serious actual or threatened violence against another student or a member of staff.
- .. Sexual abuse or assault.
- .. Supplying an illegal drug.
- .. Carrying an offensive weapon \*
- . Arson.

The School will consider police involvement for any of the above offences.

\* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School. General factors the School considers before making a decision to exclude

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour, Equal Opportunity and Race Equality Policies.
- Allow the child to give her/his version of events.
- Check whether the incident may have been provoked.

If the Head is satisfied that on the balance of probabilities the child did what he or she is alleged to have done, exclusion will be the outcome.

## **Exercise of discretion**

In reaching a decision, the Head will always look at each case on its own merits.

Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.



In considering whether permanent exclusion is the most appropriate sanction, the Head will consider

a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Behaviour policy

b) the effect that the child remaining in the School would have on the education and welfare of other students and staff. Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is

the Schools usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the child's School record, witness statements and the strategies used by the School to support the child prior to exclusion.

### **Alternatives to Exclusion**

Alternative strategies to exclusion are included in the Behaviour Policy. The School works closely with other schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

### **Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

### **Behaviour Outside School**

Childrens' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures is subject to the Behaviour Policy. In appropriate behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If child's behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head may decide to exclude.

### **Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will seek advice from the LEA's Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available. In some cases, fixed term exclusion will be more appropriate than permanent exclusion.