

# Michaelchurch Escley Primary School



## Behaviour Management Policy

Date Reviewed:	Sept 2017
Reviewed by:	Staff
Policy to be reviewed by:	July 2018

## Definition

Behaviour management is the means by which we encourage the children to behave in a manner appropriate to their environment. Every child, except those with severe learning difficulties, can learn how to behave appropriately in a school environment.

## Aims

- ❖ To develop individuals who are able to think for themselves and make rational, informed decisions.
- ❖ To develop individuals who are able to act for themselves in a responsible way.
- ❖ To develop individuals who have the personal qualities and values which equip them to meet the wider social demands of adult life in a rapidly changing society.

## Objectives

Children should be encouraged to:

- ❖ See themselves as having worth as individuals.
- ❖ Take greater responsibility for their own actions and to be aware of the effect of their actions on others.
- ❖ Involve themselves fully in the community life of the school and to take part in any decision-making opportunities offered to them.

As adults, we should:

- ❖ Aim to know well the children in our class/group and to use this knowledge constructively.
- ❖ Be aware of how our conduct and relationships with the children can influence them.
- ❖ Remember that behaviour management is the responsibility of **all** staff.
- ❖ Take every opportunity to involve the children in making decisions about their conduct.

More specifically, as teachers we should:

- ❖ Avoid putting ourselves in a situation where we lose our self-control.
- ❖ Avoid putting children (and ourselves) into win/lose situations.
- ❖ Only expect of a child what it is reasonable to expect from that child. These expectations may differ for individual children.
- ❖ Act as good role models.

## Standards Of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of **honesty, respect, consideration and responsibility**. It follows that acceptable standards of behaviour are those that reflect these principles.

In accordance with the Disability Discrimination Act, we sometimes have to make reasonable adjustments to behaviour procedures and practices to meet the needs of some of our children. Reasonable adjustment may include adaptations to the 'expectation' and/or sanctions to take into account individual pupil needs, abilities, emotional and/or social difficulties.

## Philosophy

We believe that children who behave poorly often exhibit chaotic and unorganised behaviours. They find changes in routine and uncertainty difficult to cope with. They often display other learning or social difficulties. Knowing what they have to do, and what they need to do next, helps children to take control of their behaviour.

A well organised class with good routines supports good behaviour. Timetables and targets help children understand what they need to do next and reduce uncertainty. Orderly and tidy environments with things in familiar places promote a feeling of security. Routine, clear instructions and learning objectives support good behaviour. A class seating plan for older children can help ensure a secure personal space. Clear expectations and clear rewards and sanctions consistently applied are essential. Setting time-constrained activities and mini targets during lessons help children to focus and reduce distractions. Ensuring that the level of the work set meets the needs and ability of the child ensures good motivation and concentration.

All teaching staff maintain a positive atmosphere in lessons through praise and encouragement. Most low level behaviour in the class will be dealt with by the Teacher or Teaching Assistant by a look or comment. Rewards and praise should be frequent and varied to suit the activity and the personal motivations of the child. Children should be made aware of the nature of the reward how they win rewards.

We recognize that more serious incidents need to be dealt with appropriately with clear sanctions. In some extreme cases for the safety of a child or other children in the class reasonable force will need to be used to prevent a child from hurting him/herself or others. Many children who exhibit challenging behavior benefit from time spent engaging in physical activity and frequent breaks from the classroom environment. At Michaelchurch we believe that break time and lunchtime are essential rest periods, enabling children to go on to engage with classroom activities more effectively. Therefore we do not consider break times and lunchtimes a privilege and children will not have break or lunchtime taken away as part of the sanction system except in exceptional circumstances.

### **Safeguarding**

Teachers must be aware that changes in a child's behaviour could be a response to external factors. These could include abuse or neglect or some form of radicalisation. If a teacher or member of staff suspects that this is the case, they should take the appropriate course of action outlined in the School's **Safeguarding Policy**.

### **Strategies we aim to use:**

- ❖ Getting to know the children well to find what motivates them.
- ❖ Seizing opportunities to boost child's self-esteem e.g. from saying 'Good Morning' to Gold Awards, mentions in Assembly, and having names published in M paper.
- ❖ Placing our emphasis on rewarding the good behavior and effort rather than punishing the inappropriate behaviour.
- ❖ Expressing disapproval with the actions of the child, rather than the child themselves.
- ❖ Being prepared to take the blame ourselves at times e.g. "I'm sorry, I didn't explain that properly – it's my fault".
- ❖ Being prepared to apologise – we are not always perfect!
- ❖ Having a quiet word rather than loud words in public – conflicts are best dealt with quietly and calmly.
- ❖ Being prepared to look at ourselves – is it something we are doing that causes the behaviour e.g. non-stimulating work, insufficient attention?
- ❖ Reinforcing Behaviour for Learning when necessary in both the classroom and whole school settings.
- ❖ Trying not to over-react to minor incidents.
- ❖ Through our knowledge of the children, trying to anticipate potential problems and diffuse any tensions before they flare up.
- ❖ Employing class rewards as a strategy to motivate children. In some cases a small group or individual reward target may be appropriate. Each class will employ a different strategy for recording progress towards a class reward and points towards this will be awarded for effort and personal and social achievements as well as academic achievements. Each class will vote on their own reward from an appropriate short list in order to encourage democratic participation and ownership of the reward.

### **Sanctions we employ**

- ❖ Reference to the behaviour, including offering an alternative more acceptable behaviour.
- ❖ Verbal warnings.
- ❖ Don't feed the monster – a quiet response to an angry child is better than a confrontation.
- ❖ Moving to another seat in the classroom – from a short period to longer.
- ❖ Isolation in the classroom – moving to sit/work by themselves or a time out period to calm down.
- ❖ Loss of privileges – (NOT a ban from a particular lesson e.g. art or PE unless this is part of child's agreed behaviour plan) but sometimes loss of a class privilege as appropriate for each class.
- ❖ Removal from the classroom to work in isolation.
- ❖ Involvement of parents – by conversation (telephone or appointment) or letter. Where letters are to be sent, this will only be with the prior knowledge of the Headteacher, and by post if it is felt that pupil-post is not reliable.
- ❖ In the case of a child refusing to complete a set task which was appropriately tailored to their abilities, the activity may be sent home to be completed with the support of parents. In such a case the work will be accompanied by a letter outlining the circumstances which led to the work being incomplete and the requirements of the task so that parents can support their child to complete the expected task in full.
- ❖ Team Teach Positive Handling Training may be employed by suitably trained staff in exceptional circumstances where a child must be restrained in order to protect themselves or others from immediate serious harm. This restraint will be undertaken for the briefest period possible to ensure everyone's safety and will only be used as a last resort. If this restraint has been used, appropriate recording of the incident will be completed.
- ❖ Involvement of outside agencies including Behaviour Support Team, Brookfield School and Inclusion Officer may be called upon as appropriate.

- ❖ In the most extreme cases, either short term or permanent exclusion may be considered if all other appropriate options have been exhausted.

These sanctions could be used either singly or in combination, depending upon the circumstances.

### **Exclusion**

Exclusion is seen very much as a last resort. PSP (Pastoral Support Programme) will be set up if a child is felt to be in danger of exclusion. It is generally used for episodes of violence against staff or pupils (where the health and safety of the school community is jeopardised), or for persistent disruptive behaviours. Only the Headteacher or his/her representative may issue an exclusion. The person issuing the exclusion must complete the paperwork and send copies to the Local Authority within 24 hours. Parents must also receive a letter outlining the reason for and period of exclusion within 24 hours. On return to school, the Headteacher will conduct a reintegration meeting with parents and excluded pupil. Work is provided for children where fixed term exclusions have been issued. In the majority of cases fixed term exclusions will be issued, but ultimately permanent exclusion may be used. In the case of permanent exclusions, the Local Authority will be involved. Sometimes if a school placement has broken down, a child may benefit from a 'managed transfer' to another primary school. This option will be discussed with parents and the Local Authority will be involved.

### **Detention**

- ❖ At Michaelchurch we do not use detention as a sanction.

### **Confiscation Of Inappropriate Items**

There are two sets of legal provisions, which enable school staff to search and confiscate items from pupils:

1. The general power to discipline enables a member of staff to search, confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

2. Power to search without consent for "prohibited items" includes:

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

### **Use of Force**

Several members of staff are trained in the use of restraint. However all staff are entitled to use reasonable force to ensure the safety of themselves or others. Please see Appendix 1 for further information.

### **Links to Other Policies**

This policy is linked to the following school policies:

Anti-Bullying Policy

PSCHEEe Policy

Equal Opportunities Policy

Home-School Agreement

## **Appendix 1**

### **USE OF REASONABLE FORCE**

Control and restraint techniques are used rarely. The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

**Please Note: Parental consent is not required to restrain a pupil.**

### **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?**

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?**

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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; and
- ◆ restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- ◆ use force as a punishment – it is always unlawful to use force as a punishment.

### **Using force**

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- ◆ the pupil's behaviour and level of risk presented at the time of the incident;
- ◆ the degree of force used;
- ◆ the effect on the pupil or member of staff;
- ◆ the child's age.

**Complaints about the use of force will be thoroughly, speedily and appropriately investigated.**