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Chenies School Behaviour Policy

1. Scope

This policy specifies how Chenies School seeks to provide a framework that enables children to understand the boundaries of acceptable behaviour.

2. Introduction

2.1 We realise the importance of a shared commitment amongst all those involved in the school. We ask that parents work in partnership with us by giving their children firm and effective guidance at home thus ensuring consistent standards of behaviour both at home and school.

2.2 We seek to develop the school's positive ethos through our individual care and in promoting courtesy, consideration and respect for others.

2.3 We encourage children to see themselves as representatives of Chenies school; thus promoting their efforts, successes and pride in themselves and their environment.

3. Aims

- To create and sustain a positive, supportive and secure environment in which friendships can develop and all stakeholders are treated as valued members of the school community.
- To ensure that children can work in a calm and purposeful atmosphere, where effective teaching can take place.
- For children to conduct themselves in a responsible manner; showing self-control, consideration, courtesy and respect for others at all times.
- To develop a pride and respect for the school environment by encouraging high standards and a greater care of personal belongings and school property.
- To encourage children to develop clear values and attitudes that will enable them to grow into stable, educated and civilised adults.

4. School Expectations

- Always show respect to others, the environment and belongings.
- Think before you speak or act
- Work hard and be responsible for your own learning
- Allow others to concentrate on their work
- Support each other
- Be proud of yourselves, your work and Chenies School

These expectations are interwoven into daily life at Chenies. It is expected that all classes will have the expectations displayed in the classroom. P.S.H.E. lessons and some assemblies will

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be used to focus upon and review them in terms of how well the class have been able to follow them. These expectations will also form the basis of rewarding good behaviour and discussions surrounding the consequences for inappropriate behaviour.

5. Rights and Responsibilities

- Everyone has a responsibility to respect other people and their property.
- Everyone has a responsibility to respect the rights of others.
- Everyone has a responsibility to give of their best at all times.
- Everyone has the right to be treated fairly, with respect and consideration.
- Everyone has the right to feel safe at all times.
- Everyone has the right to be able to work without interruption.
- Everyone has the right to express themselves sensibly without fear of criticism or ridicule.

Everyone has the right to help and support when needed.

6. Incentives and rewards for reinforcing good behaviour

It is vital that children are praised whenever possible - this enforces the sort of behaviours we expect. We believe in consistent systems, in taking responsibility for our actions – in choice and consequence. We believe that the most effective system is 'public praise and private criticism'. We expect that all staff will support the rules and ensure consistent application and expectations across the school day. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Each child has their own individual star chart which is coloured according to their house colour. Stars can be given by any staff member. Children can be rewarded with stars for good behaviour as well as for their learning achievements e.g. for showing effort or resilience in a task.



7. Celebration assembly

To reinforce good behaviour and positive attitudes towards learning every Friday class teachers nominate three children from each class group to receive a star of the week certificate in the celebration assembly. During this assembly children are also encouraged to share and celebrate their achievements outside of school. To promote working together through our House system, House Captains total up the star points awarded to the members of their house during the week and announce the scores in assembly.

8. Sanctions for unacceptable behaviour at Chenies

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Everybody at Chenies has the right to succeed at school and enjoy playtimes. This means that everybody has the responsibility of ensuring their behaviour complies with school expectations. If individuals behave in an inappropriate way, then they will face a consequence for their actions. The procedure is outlined in **Appendix A**

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At Chenies we believe in fresh starts, any child that is moved to Level 1 or above on the morning session is given a fresh start in the afternoon.

Levels are recorded by the headteacher, as they occur. This data is then monitored by SLT and further support planned as required.

9. Adapting different behaviour strategies

We recognise that for some children the above system may not always be effective and therefore we may use our professional judgement to assess the need for a bespoke structure to be put in place to support acceptable behaviour. A bespoke structure would be put in place to suit the child's and/or their class's needs. A behaviour management plan would be agreed with the child's parents. Children may be given a report card or traffic light card to demonstrate their feelings for example, and they may be given a different rewards and sanctions system more suitable to their needs. Different whole class strategies are sometimes adopted depending on the needs of the children.

10. Bullying

We do everything in our power to ensure that every child feels safe at school at all times. The school does not tolerate bullying of any kind. Please see our Anti-Bullying policy for further information.

11. Use of Force

11.1 All members of staff are aware of the non-statutory guidance issued by the DFE in 2013 in relation to the use of reasonable force in schools .

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The Head teacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property.

11.2 As all members of school staff are authorised by law to use force the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that force in schools is generally used for two different purposes:

To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back)

To Restrain: When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

11.3 At Chenies School we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

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Using resources including those in the PSHE curriculum and Mind-Up programme to teach pupils how to manage conflicts and strong feelings.

Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise

Only using force when the risks involved in doing so are outweighed by the risks involved in not using force

Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

Please see **Appendix B** for procedures and examples as to when restraining pupils is appropriate.

12. Conclusion

A behaviour policy such as this one will only work with the full support and involvement of every member of staff – there has to be a whole school approach with all agreed strategies and responses put into practice by all. Any behaviour problems in Chenies School are the shared responsibility of every member of staff – they are never one staff member's problem. Every member of staff has a duty to adhere to this policy and do everything they can to promote and maintain it.

13. Approved

Headteacher

Printed Name: J N POWELL

Signature: [Signature]



Date: 29/2/2020

Governing Body

Printed Name: G S Wilson

Signature: [Signature]

Date: 29/2/20

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Appendix A- Sanctions for unacceptable behaviour at Chenies

Level 1-5 Behaviour Initial guidance



	Example of Behaviour	Possible Responses	Consequences
Warning	<ul style="list-style-type: none"> Behaviours listed in level 1 	<ul style="list-style-type: none"> Eye contact Verbal warning Suggestion of appropriate behaviour choices 	A clear non-verbal or verbal warning will be given. If the child persists with the behaviour they will move to Level 1
Stage 1 – Level One	<ul style="list-style-type: none"> Wandering about Calling out Interrupting other children Talking at inappropriate times Littering Repeat of behaviour following a warning 	<ul style="list-style-type: none"> Pupils will be told the reason why they have been given a level 1. A reminder may be given about what the appropriate behaviour is. Staff will discuss appropriate behaviour choices 	Managed by staff member and teacher informed Children in Reception and KS1 will be given time to reflect on their behaviour immediately. Children in KS2 will reflect on their behaviour with the headteacher, usually at lunchtime KS1 = 5 minutes KS2 = 10 minutes

	Example of Behaviour	Possible Responses	Consequences
Stage 2 – Level Two	<ul style="list-style-type: none"> Lying Unauthorised use of school property Refusal to follow instructions Answering back Name calling/teasing Spitting Deliberate pushing/shoving Deliberate unkindness Hurting someone through play fighting Continuing with Level 1 behaviours 	<ul style="list-style-type: none"> Pupils will be told the reason why they have been given a level 2. A reminder may be given about what the appropriate behaviour is. Staff will discuss appropriate behaviour choices. 	Managed by staff member and teacher informed Children in Reception and KS1 will be given time out immediately. Children in Reception and KS1 will be given time to reflect on their behaviour immediately. KS1 = 10 minutes KS2 = 20 minutes

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	Example of Behaviour	Possible Responses	Consequences
Stage 3 – Level Three	<ul style="list-style-type: none"> • Throwing objects with intent to hurt or disrupt someone • Swearing • Leaving the class without permission • Throwing food • Continuing with Level 2 behaviours 	<ul style="list-style-type: none"> • Immediate involvement of the headteacher or senior leadership team • Possible involvement of parents 	<p>Managed by staff member and class teacher informed Parent will be notified by the class teacher or member of senior leadership team</p> <p>Children in Reception and KS1 will be given time to reflect on their behaviour immediately.</p> <p>Children in KS2 will reflect on their behaviour with the headteacher, usually at lunchtime</p> <p>KS1 = 15 minutes KS2 = 30 minutes</p>

	Example of Behaviour	Possible Responses	Consequences
Stage 4 – Level Four	<ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission • Leaving school grounds (or attempting to) without permission • Throwing large or dangerous objects • Fighting and intentional physical harm to other children • Verbal abuse of any member of staff • Vandalism • Stealing • Continuing with Level 3 behaviours 	<ul style="list-style-type: none"> • Immediate involvement of the headteacher • Parents may be called into school immediately 	<p>Managed by the headteacher</p> <ul style="list-style-type: none"> • Parents will be contacted and asked to attend school and meet with the headteacher as soon as possible • Possible fixed term exclusion

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	Example of Behaviour	Possible Responses	Sanctions
Stage 5 - Exclusion	<ul style="list-style-type: none"> Extremely dangerous or violent behaviour Repeatedly leaving school grounds without permission Physical abuse of any member of staff Continuing with Level 4 behaviours 	<ul style="list-style-type: none"> Immediate involvement of the headteacher Parents informed 	Managed by the headteacher <ul style="list-style-type: none"> Parents will be contacted and asked to attend school and meet with the headteacher as soon as possible Fixed term exclusion For repeated Stage5 behaviour, permanent exclusion may be considered

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Appendix B

The use of restraint on pupils

Introduction

This guidance is based on, and should be read in conjunction with, the recommendations in the DCSF Document The Use of Force to Control or Restrain Pupils (April 2010)

<https://www.firstforeducation.co.uk/wp-content/uploads/2015/10/Use-of-force1.pdf>

“Situations involving decisions about whether to use force can occur in any school. Both using force and deciding not to can entail significant risks for pupils and staff. Establishing a clear school policy on the use of force by staff is an important part of minimising these risks.”

1) Staff Authorised to Use Force

- i. Permanent Authorisation:
We keep an up to date list of those staff who have authority and training to use force to control or restrain pupils. This list is reviewed each year and includes an up to date record of appropriate training.
- ii. Temporary Authorisation:
In some circumstances a) staff whose jobs do not normally involve supervising pupils and b) volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use force. This might include:
 - School trips
 - Off site learning activities
 - After school activities

The names of these staff will be recorded in the risk assessment and plans for these activities and signed off by the Headteacher.



2) Deciding Whether to Use Force:

Staff should only used force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of having the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

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It is unlawful to use force as a punishment and staff should not do this under any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. It is likely, but not exclusive, that these pupils will be determined as having a BESD SEN.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

3) Using Force:

Any staff using force or restrain to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation a child is given an oral warning that force may have to be used if the situation or behaviour being dealt with persists. This should be done clearly and calmly in language the child can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is only used in extreme emergencies and where there is no viable alternative.

4) Staff Training

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Force.

At Chenies School we will ensure the following training is in place:

- At least one member of staff will have received training by expert accredited providers in physical intervention and restraint technique. It is, however, not assumed that the named trained members of staff should be solely responsible for dealing with all incidents where physical intervention or restraint is required.
- All staff are made aware of the policy on the use of force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

5) Recording Incidents:

Any use of force or restraint must be recorded. This must be completed as soon as practicable after the incident and handed to the Headteacher by the end of the working day on which the incident occurred.

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6) Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the Headteacher they will make a decision about whether the incident is deemed as significant within 1 working day.

If the use of force or restraint is seen to have been significant it must be reported to parents by either phone or letter. Ideally this will be by telephone and will occur as soon as possible after the incident. Families should be given access to a copy of this policy.

If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who should liaise with the Local Authority and/or Social Services.

7) Post Incident Support

If there is any injury to the child as a result of the use of restraint or force first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

8) Complaints and Allegations

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints should be dealt with according to the school complaints procedure.

9) Monitoring and Review

The Headteacher will give an annual/termly report to the management committee of the Governing Body on the use of force and restraint.