

Behaviour Policy

Wheeler Primary School

School Specific Information

APPENDICES – To be completed by schools

APPENDIX A : Our Code of Behaviour

The school community designed the following whole school Code of Behaviour: Our whole school behaviour ethos sits around the principles we call our 'Three R's' The three Rs are respect, responsibility and resilience. Children are shown ways to behave that fit within these values and expectations across the school are sharpened around these principles. Children and staff create codes of conduct together for what these look like in each area of the school. For example: Show the three Rs in the lunch line by..... An example of these visual prompts is in Appendix.

At the start of every academic year each class produces their own set of classroom rules which shows what our values and principles looks like in practice within their classrooms. This process must be done as a class and the children create their own positive set of behaviours that will be seen in the classroom e.g. We will always show respect by listening to the voice of other people. These classroom rules are revisited regularly to ensure full understanding. Circle times are used within the classrooms to build community along with addressing any ongoing issues – this may be a whole class problem solving circle

We believe that the relationship between class teacher and pupil underpins good behaviour. The children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils. The children and adults are responsible for their own actions and the choices that they make. Children and adults are held accountable for the choices that they make through the use of restorative circles and conferences.

Inside School

- Always treat everyone with respect
- Be kind in words and actions
- Be responsible for your own actions and choices you make

All staff will escort their classes as they move through the building.

On the playground or field

- Always make sure you and others are safe; we all have the right to be safe.
- If you see someone not behaving appropriately take responsibility and act - tell a buddy, tell the person and tell an adult.

Restorative Questions

All members of staff may feel it necessary to use some or all of the restorative questions to help deal with situations as they arise. This ensures a consistent approach to dealing with issues as they arise and children and staff are able to develop an understanding of the process. Children are given a voice within this framework and also help shape the decisions of what happens next. Restorative questions are put to the children in a circle situation and everyone has a voice. Depending on the incident children may need to be seen separately to prepare for the circle. Circles with staff and children, where relationships have broken down, will also follow the same restorative questions.

When challenging behaviour:

- What happened?
- What were you thinking of at the time?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What happened?
- What were your thoughts at the time?
- What has been your thoughts since?
- How has this affected you and others?
- What do you think needs to happen next?

Promoting Responsible Attitudes

The principles of Restorative Practices are promoted by the school community. The deed will be separated from the doer and children are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Children are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in the following ways:

- Children in all classes are voted by their peers to represent them as school Council
- Buddies help children to organise and play games during playtime and support with circles
- Children are encouraged to apply for jobs and will undergo an interview process.
- Year six house captains
- E-safety officers support other children with any worries about internet safety or Cyber bullying. Some pupils are Check In- Check Out Champions to mentor and coach others.

APPENDIX B : REWARDS AND SANCTIONS

Rewards

Wheeler Primary School is dedicated to using a positive reward system to allow all children to succeed. This is based on the fact that members of staff should focus heavily on the types of desired behaviours they do wish to see in class and around school. This in turn will produce more of those positive behaviours.

This is achieved in a range of ways:

- Verbal praise
- Golden Nuggets
- Stickers and in class prizes
- Good work to be shown to a member of the SLT displayed on proud board
- Showcasing of work on displays in the corridors
- Good work certificates during Friday assemblies with parents invited • Lunchtime stickers and certificates
- Notes or phone calls home to discuss the positives with parents
- TEAMS tokens
- Dojo points
- TEAMS awards
- Bronze, Silver and Gold Awards

All positives can be given by any member of staff who deems a child's efforts to be noteworthy

Specific Guidance on Whole School Reward Systems

Children will be encouraged to take responsibility in the following ways:

- Whole class charter – agreed by class
- School Council and meeting with Governors
- Job process – including application and interview form identified areas of responsibility which include (Buddies, play leaders, E safety Officers, Lunch time club leaders)
- Active in initiating restorative circles
- Being part of 'House Group' activities

Praise Assembly

1 child from each class will be chosen for 'Good Work' by the teacher and one child identified by the peers for 'Star Pupil'. Parents will be invited into the praise assembly on a Friday afternoon. A certificate will be awarded and the class teacher will give a small account of why the child has been chosen. The teacher where possible must include the child's work as part of the praise assembly.

Golden Nuggets and House points can be awarded at any time by any member of the team (including visitors and members of the community). House points are collated weekly and the winning house identified on a Friday. The overall termly winner will be given a choice of

reward and all children who belong to that house will take part. The winning house each term will have a reward such as a cinema afternoon, sports event, or visit.

BRILL- BEING GOLD

We aim to create a culture where behaviour expectations are of the highest standard with children being 'Brill' and demonstrating Resilience, Responsibility and Respect in life and learning. Every term children can work towards an individual behaviour award ranging from Gold to Bronze. Awards are given to individuals at the end of each term with prizes for the Gold Winners.

BEING BRILL AT WHEELER – Going for Gold

	Respect	Responsibility	Resilience
Gold	<ul style="list-style-type: none"> • 100% Green behaviour all term • Always treats everyone with respect and kindness • Always uses kind words and actions at all times- treats others with understanding • Always willing to apologise and stays calm 	<ul style="list-style-type: none"> • Always supports other children and adults • Always Takes care of people, places and property at all times. • Always acts as an excellent school ambassador at all times in and out of the classroom 	<ul style="list-style-type: none"> • Always gives 100% effort to their work and shows PRIDE • Always acts on support and advice from others
Silver	<ul style="list-style-type: none"> • Never less than Amber but mostly Green • Usually treats everyone with respect and kindness • Usually uses kind words and actions at all times- treats others with understanding • Apologise and stay calm 	<ul style="list-style-type: none"> • Usually supports other children and adults • Usually Takes care of people, places and property at all times. • Usually acts as an excellent school ambassador at all times in and out of the classroom 	<ul style="list-style-type: none"> • Usually gives 100% effort to their work and shows PRIDE • Usually acts on support and advice from others
Bronze	<ul style="list-style-type: none"> • Mostly Green but no more than 2 incidents at Red per half term 	As above	As above

	As above		
--	----------	--	--

Classroom Sanctions

The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process' (RP) pupils who are misbehaving are given where possible choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the 'wrong doer' to repair harm.

We aim to involve parents early, in this way the school and home can be seen to be working together for the overall good of the pupil and problems can be sorted out quickly and not allowed to become major.

Behaviour care plans

On occasion it may become clear that a child may need extra support and a more bespoke way of coping with behaviours. This may become evident in a range of different ways.

- Repeated 'red warning' incidents, logged using an incident record, within a half term.
- Frequently noted low level disruption within class, to be discussed with phase leader.
- A child may be showing more extreme behavioural difficulties within a class setting.
- Following sanctions from the final stage of the sanctions flow chart.
- Repeated reflection forms

The purpose of a behaviour care plan is, firstly, to identify that the whole school approach to behaviour may not be the most appropriate way to support that child within the classroom. Secondly, it identifies the types of behaviours seen by members of staff and discusses the possible ways to support and help modify these into a more positive behavioural pattern, and thirdly it gives all members of staff a very clear framework when working with the child to ensure that they receive a consistent approach from all in school. If it has become evident that it is appropriate for a care plan to be put in place, the school will invite parents and any other external agencies deemed useful to give their input, agree a joint approach and identify any support needed for the child.

APPENDIX C : INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR

The aim of the sanctions employed by the school is to balance the system of rewards. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Stage 1-Classroom – GOOD to Be Green Process

Every child regardless of the previous day will begin with their name on the 'Green Circle'. The traffic lights will be displayed as a visual in all classrooms and must be

illustrated with pointers which make it clear what 'Green, Amber and Red' Behaviour looks like.

A Class teacher will operate 'Traffic Light system which will be consistently applied throughout the school. The focus will be on minimum disruption, praising the positive, and signposting any appropriate behaviour.

1. First Warning – On Green

If behaviour is identified as disrupting the learning of others or themselves than the teacher will firstly signal to that child that their behaviour is unacceptable and a reminder about what 'Green Behaviour looks like.

2. Second Warning – Move to Amber

If the child then chooses to continue to disrupt then the teacher will reinforce the positive values and then ask the child to move their name to Amber in view of the rest of the class. The child will be warned that if they choose to continue with their inappropriate behaviour then they will be moved to RED behaviour and asked to leave the classroom for 'Time Out' with the partner class. The teacher will remind the class what Green Behaviour looks like to give the child the opportunity to demonstrate Green and avoid a further consequence.

3. Third and Final – Move to RED

At this point the child will be asked to move their name to RED and where possible will be accompanied to the partner class by another child or TA. The child when entering the class will sit and complete a 'Reflection Form/Picture' which will allow the child time to reflect upon their behaviour and the affect on themselves and others. The aim is for the child to return to their home class as quickly as possible. Time spent in the partner class constitutes loss of learning time and the class teacher must ensure the child pays this back as part of the consequence.

Partner Classes are as follows:

- F1/F2 – reflection time in setting
- Yr 1- Yr1/2
- Yr2-Yr3
- Yr3/4-Yr4/5
- Yr 5/6- Yr6

The aim should be for the child to spend 5 minutes with the partner class before being reintegrated into their own class, during this time they must complete a reflection form. If the child continues to create a problem both within the partner class or back in their own class, then the Phase Leader must be informed.

If a child has been sent to a partner class, the class teacher must record it in CPOMS. The Class teacher is responsible for ensuring that the child completes a reflection

form and that a circle is carried out if required. The Class teacher is then responsible for ensuring an appropriate consequence is given (could be time paid back, work completed at break/lunch/ missed breaks etc). The Class teacher must inform the parent.

Behaviour Flow Chart

Stage 2

If a child's name is entered on CPOMS **three times** in a half-term the class teacher must contact the parents and have an informal meeting about the child and their behaviour. A member of the Pastoral Team must be present and this will be overseen by Mr Richards.

The Class teacher arranges a meeting with the parents, to express concern, exchange information, offer support, and establish a partnership. At this stage the class teacher/ parent and pastoral lead may choose to put a child on report for remainder of half-term.

Stage 3

If the progress of the child is unsatisfactory, the Class teacher refers a child and parent to a Senior Leader (Asst Head+) and who holds a second meeting with parents and SENCO to establish new strategies and inform the parents of the possibility of exclusion if the child's behaviour does not improve. Reports continue and the class teacher continues to log all problems. A Behaviour Support Plan will be completed at this stage (HCAT Model)- this will include the pupils' voice and views.

Stage 4

If progress is still unsatisfactory, a meeting will be convened between parents, Headteacher, Class Teacher and Pastoral Team. At this point the child may be referred to the HCAT Behaviour Panel for outreach advice and support. It may be decided to involve multi agencies to support the family or the HCAT Behaviour Team

- Cases may then be referred for Behavioural Support or Educational Psychologist. All referrals will be managed by the SENCO and parental permission will be sought.
- A Senior Leader may take the case to the monthly 'Behaviour panels within HCAT (monthly meetings)

	Section Applies	Other Information
Introduction		
Purpose:	√	
Aim(s):	√	
Wider Trust aims/ethos:	√	
Consultation:	√	
Sources and references:	√	DfE guidance and legislation
Principles/values:	√	
Procedures		
Definition:	√	
Equality Impact:	√	
Health and safety:	√	
Teaching:	√	
Organisation:	√	For Trust wide use.
Homework/parent partnership:	√	
Resources:	No	
Monitoring and evaluation:	√	
Policy Key Information	Date	Other Information
Owned By		Suzanne Wilson
Original date	Feb 2017	
Approved By		Date approved by operations committee
Review Schedule	Sept 2022	
Amended dates	Feb 2020	Minor amends in Peer on Peer abuse changes in legislation ie upskirting
Minimum Review date	2 year	



HCAT Behaviour Policy

(Including arrangements for exclusion)

Date issued: Feb 2020
Ratified by the Trust Board:
Review Date: Sept 2022

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy and Restorative Practice Policy.

HCAT Ethos

HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

Within HCAT schools we do not discriminate against any child, young person or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. Restorative practices aim to build our community and to repair and strengthen relationships within our community.

HCAT schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We will strive to encourage all of our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and , in doing so, make a positive contribution to the lives of others

In HCAT schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

We believe that strong relationships between all staff and pupil underpin good behaviour.

Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The pupils and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences.

Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see APPENDIX E for possible restorative statements and questions).

Aim

As a well mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our schools
- Encouraged good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels
- Build self-esteem in all pupils through our restorative community
- Provide opportunities for all pupils to experience success
- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our Restorative Practice
- Attend to the needs of the whole child and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation

The Responsibility of each HCAT school community

In order to ensure that all pupils are safe, can learn and be respected, all members of staff have a duty to make sure that the school code of behaviour is applied consistently.

There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour and Discipline in Schools guidance, 2016.

Each schools' Code of Behaviour (See APPENDIX A) are worded positively to emphasise good behaviour. They are to be reviewed frequently involving pupils and referred to frequently.

Communication with parents and carers

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Regular communications may include;

- Teachers speaking directly with parents either through organised meetings or informally on the playground/ at school events
- Regular parent consultation meetings that are a three way process involving the pupil (where appropriate) the teacher and parents/ carers
- An open door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events such as workshops, 'stay and..' events , coffee mornings, class assemblies, family sessions
- Regular general written communication via letters, the school website and social media (eg Twitter)
- Individual written communication eg annual reports

Promoting Responsible Attitudes

The principles of Restorative Practices are promoted by the school community. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or

informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Pupils are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in a number of ways including;

*Pupils being elected by their peers to represent their views on a range of matters and develop their understanding of democracy

*Older pupils being given opportunities to support younger pupils for example on the playground

*Pupils being given opportunities to support their peers throughout the school day

*Pupils taking on positions of responsibility within the day to day running of the school

*Pupils being given opportunities to be ambassadors, representing their school

Unacceptable Behaviour

Within HCAT schools, there is no place for violence, bullying (including cyber bullying), harassment, vandalism, rudeness, or bad language. This will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the trust's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident. Pupils take a leading role regarding information about bullying and prevention.

HCAT schools promote the concept of 'Fair Process' that provide a means for adults and pupils to measure unacceptable behaviour.

HCAT schools offer a range of rewards and sanctions detailed in APPENDIX B

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process'(RP) pupils who are misbehaving are given, where possible, choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the 'wrong doer' to repair harm.

We aim to work in partnership with parents and so involve parents early in the process.

General Note

1. At every stage the child should be involved in or informed of the action taken.
2. Urgent or serious incidents should be referred straight to senior leaders within the school.
3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
4. Entries in logs should be factual and action/follow up should be recorded
Behaviour logs should be used to keep updated records and submitted to CPOMS.

Low level unacceptable behaviour

Each HCAT school has individual systems to deal with unacceptable low level behaviour detailed in APPENDIX C

High level unacceptable behaviour

Exclusions

At HCAT, we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school.

This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, there is a review of behaviour. This involves the senior leadership team of the school and the trust's behaviour outreach team. At this stage strategies are put in place to support the pupil to lead to effective change in the behaviour choices they make. Following this, if the behaviour continues to escalate, schools can make the decision for the children to attend an alternative HCAT school to reflect on their behaviour choices. This placement will be between 2 and 5 days. Schools can also present the case to a behaviour panel made up of senior staff from HCAT. At this point several options are available to the panel to suggest as ways forward. This may be that further work needs putting in place by the school or outreach team or that a referral is made for the pupil to receive more intensive support at the HCAT behaviour support provision. The HCAT approach to behaviour can be seen in the flowchart detailed in APPENDIX D. **Should formal exclusion be necessary the trust will follow the published statutory guidance for exclusions (Exclusion from maintained schools, academies and pupil referral units in England)**

Behaviour Support Provisions

Two schools in the Trust are identified as Behaviour Support Schools. The HCAT behaviour panel may decide a pupil requires additional behaviour support provision within their own school or another school's setting. This is carried out in consultation with parents. During this time bespoke work will be carried out with the pupil and their family to look for strategies and ways of ensuring the pupil can be successful back in their mainstream setting.

Peer on peer abuse

At HCAT schools, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending and/or taking sexual images (sexting or upskirting),
- physical or sexual assaults,
- child sexual exploitation
- child criminal exploitation

- sexual harassment

These behaviours should never be tolerated or passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council/ East Riding EHaSH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either HCAT’s Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions as outlined in APPENDIX B, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

Behaviour Beyond the School Gates

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (see Behaviour and Discipline in Schools DfE guidance Jan 2016)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

If a child leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately.

Lunchtimes

HCAT schools have the highest expectations of behaviour at lunchtime. Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, staff should follow the procedures outlined in this policy statement and also refer to the Restorative Practice policy.

Using force to control or restrain pupils

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.
- Risking the safety of self and/or others.
- To maintain good order and discipline in the classroom
- To prevent damage to property

See physical intervention policy

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE.

'Reasonable 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 pupil needs to be restrained to prevent violence or injury.

Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Monitoring and evaluating behaviour over time

Incidents should be recorded either directly onto CPOMs or uploaded to CPOMs having completed a schools incident form:

- All racial and discriminatory incidents
- Acts of bullying and harassment
- Serious incidents
- Repeated low level incidents over a short period of time
- Any other incident which in the teachers judgement needs logging

HCAT schools have the responsibility for checking logged incidents on a regular basis and identifying any patterns.

Training

School senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

Conclusion

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff and governors will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement .

This policy will be monitored and evaluated by governors and staff on an annual basis.

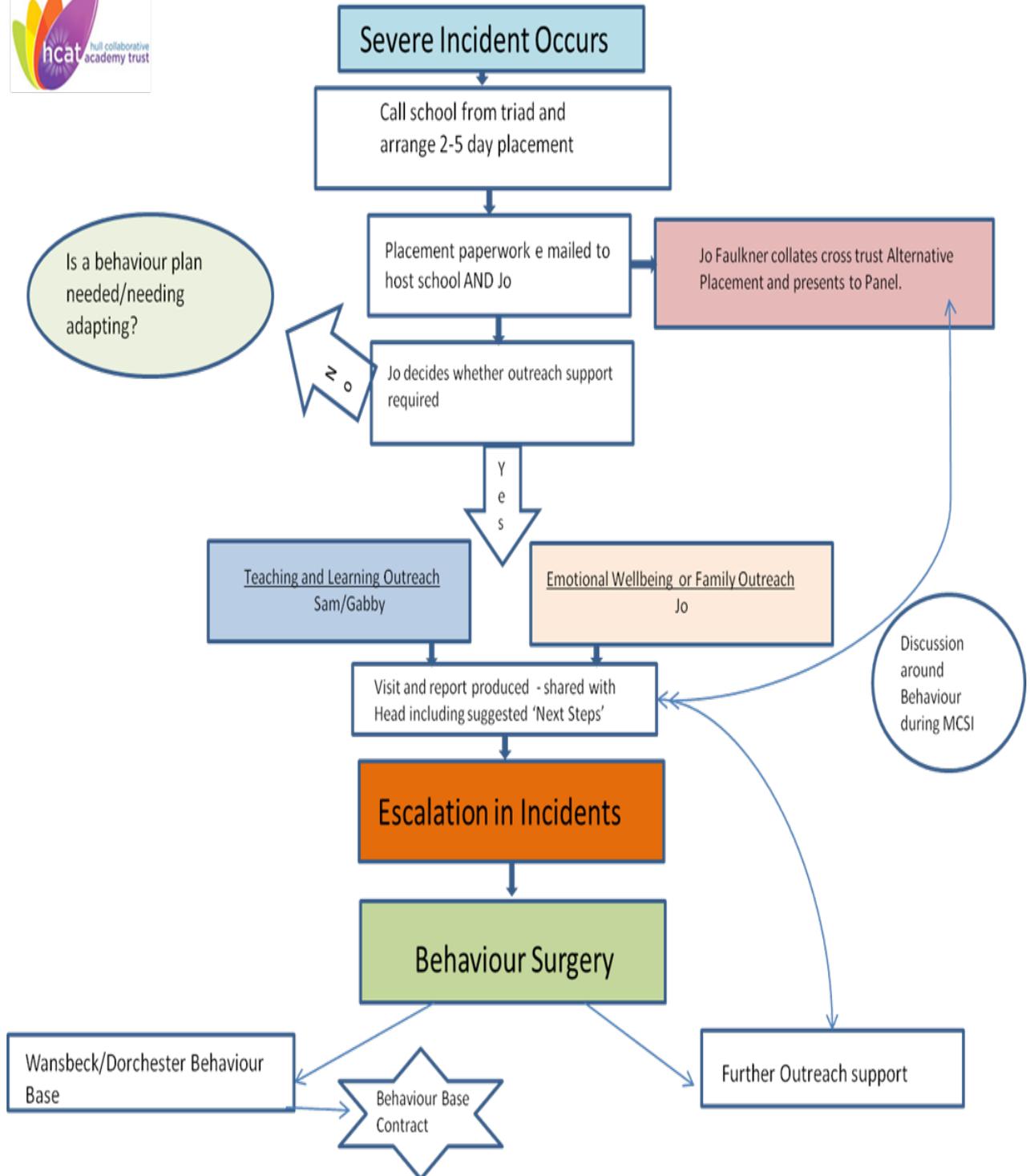
Related internal and national guidance

This policy should be read in conjunction with the following internal and national guidance:

National guidance

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – September 2019
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Sexual violence and sexual harassment between children in schools and colleges – December 2018

APPENDIX D : HCAT BEHAVIOUR FLOWCHART



APPENDIX E : POSSIBLE RESTORATIVE APPROACHES

Listed below are some examples of the affective statements which all staff can use with pupils at stage 1 of the behaviour process;

Statements

I was very disappointed when you did that to John.
I am upset and angry by what has just happened.
I feel that all the work I have done has been wasted through your actions.
I feel that (describe the action) was very disrespectful.
I feel disrespected and angry when you ignore me.
I am sorry that I misunderstood the situation.....
I feel really proud of you when I heard.....
I feel really pleased and encouraged that you made the right choice.
I respected your honesty and thank you.
I want to thank you for your cooperation.

Restorative Questions

To be used by adults and children to support situations where harm as been done

Questions

What happened? – followed by:
What were you thinking about when you did that?
How did your actions affect.....?
How do you think.....felt about what you did?
How do you feel about what you did?

How do you feel about what you did and the affect it had it had on me?

In order to maintain a high standard of behaviour and discipline, we need a clear system of actions, which need to be applied fairly and consistently, take account of all circumstances, including the pupil's age. We should always ensure that we are targeting the right pupil(s). Remember it is the behaviour which is unacceptable, never the pupil.

Minor Incidents

Minor incidents should be addressed with by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should continue to use a restorative approach, referring to the restorative questions.

See Restorative Practice policy and behaviour and discipline in schools guidance, January 2016 DFE, which gives examples of strategies for minor incidents which include:-

- Ignore the negative behaviour – praise the rest of the class – refer to positive behaviour;
- Non-verbal checking – eye contact/disapproving frown or shake of head;
- Verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;
- Keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- Time out
- Standing near to the pupil;
- Additional work, for example, repeating unsatisfactory work or a letter of apology

- Missing break or lunch time
- Loss of privileges for example – golden time
- Removal from scene to another part of room/area - to work;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

When dealing with problems we should:

- Separate the pupil from the behaviour – remember it is the behaviour which is unacceptable, not the pupil.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Aim to repair the harm caused.

Advice to Staff when coping with Violence

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the pupil in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the pupil and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.