



Ribchester St. Wilfrid's Church of England Primary School BEHAVIOUR POLICY

Background

Guidance on the content of our school behaviour policy can be found in the DfE documents:

- Behaviour and discipline in schools- Guidance for governing bodies - September 2015
- Guidance on behaviour and discipline for school leaders and staff - January 2016

The most up to date versions can be found at this link:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

School will also take into account the SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This policy includes information relating to:

1. The home-school agreement
2. The school rules
3. Screening and searching pupils
4. The power to use reasonable force
5. The power to discipline beyond the school gates
6. Pastoral care for staff accused of misconduct
7. When multi-agency assessment should be considered for pupils who display continuously disruptive behaviour

This policy includes quotes (in italics) from the DfE guidance documents as relevant.

1. Statement of Principles

INTRODUCTION

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach.

"Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and consequences"

(DfE, Behaviour and discipline in schools: Advice for headteachers and schools staff, published July 2013; last updated January 2016)

Although behaviourist approaches can work for the majority of children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care, children at the edge of the care system, and children previously in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

As a school we believe in a nurturing approach where every child feels listened to. The commitment of staff to the emotional well-being of the pupils is a particular strength of our school. Each class' learning charter underpins this and promotes a positive approach to the education and pastoral management of each individual pupil. We reward and celebrate achievement which has an impact on the pupil's self-esteem, confidence and happiness. All pupils know that they are safe and secure – and that their contributions and achievements are respected and valued.

The purpose of this policy is to support the educational and other aims of the school and to ensure that the conduct of all members of the school community is consistent with the values of the school.

This policy applies for:

- School
- Wrap Around Care Clubs
- After School Clubs – after school curriculum sessions

OUR MISSION STATEMENT:

Following the teachings of Jesus, St. Wilfrid's nurtures a love of learning, within a supportive and caring family; encouraging all of us to become confident and resilient members of the world community.

Together, with Jesus, we can LOVE, LEARN and SUCCEED.

¹³ Christ is the one who gives me the strength I need to do whatever I must do.

Philippians 4:13

OUR AIMS

At Ribchester St. Wilfrid's C of E Primary School:

- To foster a happy atmosphere, which promotes mutual respect, tolerance, open mindedness and an awareness of others' needs in our multi – cultural society.
- To provide opportunities to develop co-operation, teamwork, trust and positive relationships with others.
- To educate children in a learning environment, which is safe, secure and enjoys the confidence of both child and parents.
- To provide many and varied first hand learning experiences to maximise the development of lively, enquiring and imaginative children.
- We recognise that each child has different abilities and talents and aim to provide equal access for all to the curriculum.
- We recognise the crucial role of parents/carers in the education process and aim to provide mutually supportive conditions for home/school links.
- To develop their physical, mental, social, and spiritual growth and help them grow in the understanding of, and in sympathy with, the Christian teaching.
- To provide opportunities for children to direct their own learning and make choices that encourage independence and a sense of responsibility, preparing them for adult life.
- To promote positive relationships with the church, community and industry.
- To provide a curriculum that is creative and makes meaningful links with real life experiences.
- To ensure that the children leave as life-long learners
- To ensure that the children are actively aware of the part they can play in building a sustainable future, with a passion for caring for the world around them

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos and reflect our mission statement of: Together, with Jesus, we can LOVE, LEARN and SUCCEED.

- To provide an environment and curriculum that supports social, emotional and mental health needs of the whole school community.
- To promote a school ethos that promotes strong relationships between staff, children, parents and carers.
- To help children develop a sense of worth, identity and achievement
- To ensure that low level disruption is kept to a minimum, so that the time for teaching and learning is maximised.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To communicate with parents effectively where significant positive or negative intervention has taken place.
- To provide support to staff ensuring that there is a consistent approach to behaviour management across the school.
- To ensure that children, staff, governors and parents are fully aware of: the expected behaviour of children both in lessons and around the school

2. Context

Links with other related policy documents:

- health & safety policy
- safeguarding policy
- attendance policy
- learning & teaching policy
- home-school agreement
- remote learning policy
- single equalities policy
- anti-bullying policy

Preventing Bullying:

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

The Equality Act 2010

Requires public bodies to have due regard to the need to:

- *Eliminate unlawful discrimination, harassment, victimisation and any other*
- *conduct prohibited by the Act;*
- *Advance equality of opportunity between people who share a protected*
- *characteristic and people who do not share it; and*
- *Foster good relations between people who share a protected characteristic and people who do not share it.*

Schools are now required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

School definition of Child on Child abuse:

This is defined as abuse between children under 18 years of age.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse and will record their concerns on CPOMS system.

Ribchester St. Wilfrid's has a zero-tolerance approach to any form of child-on-child abuse. All staff understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up" and know it may manifest itself in many forms, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Derogatory language, including discrimination, sexist, racist, disablist, homophobic or transphobic in nature will not be tolerated at Ribchester St. Wilfrid's. Pupils using such terms will be challenged and educated about the inappropriateness of using them in both the school community and in today's society. This will include language directed at another pupil to cause harm and/or inappropriate language exchanged between peers.

School definition of Bullying:

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be a single unresolved, frightening incident which casts a shadow over a child's life, or a series of such incidents.'

Bullying involves an imbalance of power. If two pupils of equal power or strength have an occasional fight or quarrel, this is NOT bullying.

At Ribchester St. Wilfrid's, incidences of bullying are dealt with very seriously and in accordance with our Anti-Bullying Policy (Please refer to the Policy for more information).

School definition of Harassment:

All incidents relating to any form of harassment will be taken very seriously. It will be made clear that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with LEA procedures. (For more information refer to the section in school's Equality Policy).

Prevention

Our school's response to bullying will not start at the point at which school are aware of a potential bullying incident. The school staff will proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best to resolve issues for their pupils, depending on the particular issues they need to address.

Through the teaching of PSHE, SEAL and PREVENT we will create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

3. Rules

Whole School Rules:

- The Treatment Rule
Look after property and equipment and treat other people with care and respect.
- The Learning Rule
Everyone has the right to learn. Try not to disturb others as they learn
- The Moving Rule
Move gently and quietly around the school, keeping to the left.
- The Talking Rule
Speak quietly and respectfully to everyone, be silent when necessary and listen carefully.

On the Playground

- We always stop when the bell rings, line up when instructed and walk into school quietly and sensibly when asked.
- We play in a fair and friendly manner
- We include others in games and take turns
- If we are treated wrongly we tell an adult: we do not retaliate
- We treat the school grounds with respect – we remember not to climb on trees, fences, walls, benches or tables.
- We are responsible for the consequences of our behaviour and always answer adults truthfully and respectfully.

In the Classroom

- We agree a class code with our teacher relating to how we work and cooperate. This will be displayed on the wall.
- Class codes relate to noise levels, independent learning strategies, cooperation, listening skills, study skills, tidiness and use of resources, rules and routines.
- We set targets for our own behaviour (when required). We review these targets regularly with the teacher.

4. Behaviour strategies and the teaching of good behaviour:

Everyone who works at our school should:

- Show consideration for themselves and others and treat everyone with mutual respect and courtesy at all times.
- Value the right of everyone to learn without disruption in a safe and caring environment.
- Encourage high expectations and promote a positive attitude towards our learning.
- We encourage parents to support the home/school agreement and behaviour policy, teach their children how to behave responsibly and to work alongside school to resolve any difficulties.

Staff responsibilities – all staff

All staff, teaching and non-teaching, have a general responsibility for encouraging pupils to behave well at all times.

At our school we are committed to positively reinforcing good behaviour and not accepting negative words or actions. We aim for children to show respect for others and for their learning environment, who possess self-control and behave appropriately in all situations, who are creative and confident in their skills and attributes and who work positively, both independently and in teams.

A positive learning environment and good behaviour have to be worked for; they do not simply happen. Pupils learn more in school than they are taught. They learn from the messages carried by the way the school is run and the relationships of the people in it.

As adults we can set good examples and model the standards expected from the pupils:

- **Consistency**
Children need to know what is expected of them in all areas of school by all staff. Staff will set high standards and apply rules firmly and fairly at all times.
- **Courtesy**
Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.
- **Respect**
Everyone will expect to give and to receive respect.
- **Relationships**
Good relationships are vital. Staff will take the initiative to relate and communicate with children and each other – smile, greet, speak, listen.
- **Be Positive**
Negative labelling can result in a vicious circle developing which fails to promote improved behaviour. Staff will take the time and patience to interact with children in a positive way.

Separating the behaviour from the child will protect self-esteem.

Environment

The quality of the school's environment influences children's behaviour. Dangers, graffiti etc. will be dealt with promptly and litter/untidiness will be kept under control.

Our success is not tested by the absence of problems but the way we deal with them. All staff at some time may fail to keep good order or find some children persistently disruptive. At St. Wilfrid's we will adopt a collegial, whole-school approach in such situations to support each other and the pupils. Staff can feel confident to raise problems with senior staff or at a staff meeting.

Routines:

It is through routines that we teach the rules and strengthen children's awareness of the responsibilities involved in becoming independent learners. Routines help with the smooth running of the school.

Developing self- esteem:

Children with good self-esteem become confident learners and enjoy the respect of others.

There is a direct link between self-esteem, behaviour and achievement. We encourage children to have good self-esteem by:

- use of circle time in class (see PSHE Policy)
- expecting all adults in school to talk to children in a respectful way
- involving the children to develop their self- esteem in non-threatening ways giving them opportunities to:
 - recognise that people have different opinions and be able to give reasons for their viewpoint
 - make them think for themselves
 - recognise their own achievement and that of others
 - learn how to evaluate their work understand that it is acceptable to make mistakes

5. Roles and Responsibilities:

The Governing Body:

- The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult the Headteacher, school staff, parents and pupils when developing these principles.

The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteacher:

The Headteacher is responsible for developing the behaviour policy in the context of this framework. The Headteacher will decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year

- responsible for developing the behaviour policy in the context of the framework.
- decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.
- publicise the school behaviour policy to staff, parents and pupils at least once a year

Teachers, Teaching Assistants and other paid staff:

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Teachers and Teaching Assistants:

- Remember that positive aspects of praise and reward are important. Listen to yourself and monitor the balance between control and reward.
- Expect to give and receive respect. Value all ideas and opinions, even those that are wrong.
- Smile and communicate.
- Expect high standards of work and behaviour.
- Mark work promptly giving appropriate constructive feedback.
- Set high standards of speech, manner and dress.
- Maintain interesting wall displays and keep your room tidy.
- Don't issues threats you don't intend to carry out.
- Rarely raise your voice.
- Children should never be left unsupervised. (See Appendix A)
- Don't isolate yourself. Share problems and ask for help if needed.

Welfare Assistants:

- Children must never be left unsupervised.
- Work well as a team and communicate.
- Approach visitors politely and direct them to the office.
- Never let a parent take a child home without the teacher/ office knowing.
- Set high standards of speech and manner and insist on respect. Speak calmly and positively to pupils.
- Follow the school behaviour policy consistently. Refer children to the teaching staff in line with policy.
- Complete the first aid treatment book when there has been an accident.
- Be positive and develop systems of rewards that can feed into the school system

Lunchtime Supervision

Pupils should be encouraged to play with the equipment provided. Welfare staff should circulate around the yard and be vigilant to problems and dangers. Attempts should be made to engage pupils in games.

If a child has an accident the welfare assistant should send the child inside to see a first aider. A medical chair is placed outside the staffroom. Mrs Cottam should be alerted to any serious injuries. Accidents need to be recorded in the accident book by the adult who attends to the child. A welfare assistant on the yard should never leave the playground unattended to bring a child inside. Another child should be sent inside to collect another member of staff to solve this problem.

Children can only leave the yard when given permission by the welfare staff.

To encourage positive behaviour in the hall:

1. Staff should move around talking to children and giving assistance when necessary.
2. Positive rewards are important and should be given freely to praise good manners and behaviour. These would be verbal and/or stickers.
3. Chairs and tables should only be put away when all children have left the hall.
4. If problems occur a first strategy would be to move a child to another seat away from provocation or temptation. If a pupil's behaviour is unacceptable and continues after intervention behaviour policy consequences should be imposed.

To encourage positive behaviour on the yard:

1. Members of staff should circulate and chat to pupils so any problems can be predicted and action taken to intervene.
2. Staff should watch and look around at all times. Staff should be vigilant for aggressive behaviour, isolated pupils or secretive behaviour.
3. Staff should encourage pupils to be active. Children often play fight because they can think of nothing else to do.

Consequences should be applied as specified in the behaviour policy. This should be consistent for all welfare staff. Unless a serious incident has occurred the following system should apply:

1. First try a quiet personal reminder and praise if behaviour is rectified.
2. Warn the child if behaviour persists and remind of the consequence.
3. Separate the child from their peers if behaviour persists.
4. Finally refer the child to their class teacher.
5. When a **serious incident** occurs please send the child immediately to the Headteacher.

Wet playtimes

During wet plays it is essential that all pupils are supervised.

In class children should play sitting down and not run around the room. They should use the equipment allocated by the class teacher for wet play. Tools and dangerous implements should not be used.

Five minutes before the end of play the class room should be tidied up and ready for the start of the lesson.

Parents:

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

Parents have a clear role in making sure their child is well behaved at school.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty consequence of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.

Attendance

Good attendance, particularly the prevention of unauthorised absence and persistent lateness, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school and parents will be reminded of their responsibilities for attendance and punctuality when necessary. Termly attendance sheets will be sent home tracking attendance.

6. Rewards and Incentives:

At our school we believe that a healthy balance should be created between rewards and consequences. As well as applying strategies to control unacceptable behaviour we believe that the recognition of strengths and achievements is crucial to promoting our aims. We place a great emphasis on praise and reward because this fosters a positive approach to work and creates a motivating climate within the school.

All staff will use the following rewards:

- Verbal recognition in front of the class
- Showing work to the rest of the class
- Writing positive comments on work and sharing pictures of good work on Class Dojo within the class story.
- Award stickers, house points, Dojo points and commendations
- Sending child to another teacher/ Head teacher for praise
- Feedback to parents via Class Dojo, Home-School Diary or verbally.
- Sending 'Gold Slips' home.

St. Wilfrid's Rewards and Incentives

Whole School:

- House points for good work, demonstrating school values and attitudes, etc.
- Commendations – up to 2 per week awarded, 1 for good behaviour (staying on 'Green' all week) for learning over the week, 1 for completing home-learning.
- Class Dojo points for good work, demonstrating school values and attitudes, etc.

All classes operate the 'Star' system for behaviour.

- All children will start each day on Green
- Following any reward for good behaviour a child will move onto the Silver and the Gold Star.
- If a child goes onto the Gold Star, a Gold Star Slip is sent home informing parents.

Weekly, from each class, awarded at **Celebration assembly**:

- Headteacher Award certificates for a child from each class who has worked and achieved well that week, this is celebrated in the school newsletter, on Class Dojo and the local newspaper.
- A **house point trophy award** will be given at the end of each half term for the house which has been awarded the most house points.

In addition to all the above, classes have their own rewards/incentives:

Foundation Stage and Key Stage 1:

Calder class:

- Stickers
- Certificates for acknowledging praise
- Weekly Headteacher Award – takes a class teddy home (not during COVID-19 Pandemic)
- Golden Time

Hodder class:

- Stickers
- Certificates for acknowledging praise
- Weekly Headteacher Award - takes a class teddy home (not during COVID-19 Pandemic)
- Golden Time

Key Stage 2:

Key Stage 2 classes have:

Ribble:

- Weekly Headteacher Award = raffle ticket
- Gold Star Box for rewards
- Golden Time

Wyre:

- Weekly Headteacher Award = raffle ticket
- Raffle tickets for reward
- Golden Time

All of the above will be shared with the children using child-friendly language.

Additional positive reinforcements used by Welfare assistants.

Stickers are distributed to the children to reward positive attitudes, achievements during lunchtime.

7. Consequences:

Dealing with unacceptable behaviour

A positive learning environment and good behaviour is unlikely to be achieved unless there is an established framework of general routines and individual boundaries are defined and well understood.

We have identified three levels of unacceptable behaviour and matched consequences to the level of seriousness of each offence. These must be applied consistently across classes and from adult to adult.

All classes operate the 'Traffic Light' system for behaviour.

- All children will start each day on Green
- Following the consequences children may be moved onto Amber and then Red. However, at the teacher's discretion and if improvement in behaviour is seen, children can earn the right to move back onto green.
- If a child goes onto Red, a Red Slip is sent home informing parents. The Red Slip is to be signed by both teacher and parent, and then returned to school the following day.
- If a child is persistently on Amber for 5 consecutive days, then a Red Slip will be sent home informing parents of this.

Levels	Behaviour	Consequences
Level 1	Persistent: <ul style="list-style-type: none"> • Calling out • Getting out of their place • Fiddling • Being in the incorrect place • Disturbing others in the class • Talking and chatting – not getting on with their work 	1. Verbal warning – with positive reinforcement Then onto Traffic Light system for: 2. Second verbal warning – Yellow traffic light 3. Third warning – Red traffic light (a Red Slip is sent home informing parents). If children need 'reflection time', they will be allowed out of class, accompanied by a member of staff, to self/co-regulate and further emotional coaching can then take place.
Level 2	<ul style="list-style-type: none"> • Repeated Level 1 behaviour within the same day. • Rudeness to others (adults or peers). • Name calling • Deliberately annoying others • Being inconsiderate to others • Inappropriate use of equipment • Deliberate use of swearing • Refusal to tell the truth 	Straight onto Traffic Light system: 1. Verbal warning – Yellow traffic light 2. Second warning – Red traffic light – loss of playtime / 15 minutes of lunchtime If this occurs in the last session of the day – to work outside the Headteacher's office. A report of the incident to be put on CPOMs using the ABC method.
Level 3	Repeated Level 2 behaviour within the same day. <ul style="list-style-type: none"> • Physical violence • Biting • Stealing • Possession of inappropriate items • Causing wilful damage to property • Spitting • Leaving school premises without permission Bullying Racial / derogatory remarks	To see Headteacher Parents to be informed at Headteacher's discretion. A report of the incident to be put on CPOMs using the ABC method. See Anti-bullying policy See Single Equality policy

All of the above will be shared with the children using child-friendly language.

Paired classes:

- Calder (Reception) to Hodder class
- Calder (Year 1) to Ribble class
- Hodder class to Ribble class
- Ribble class to Wyre class
- Wyre class to Ribble class

The next lesson will be a fresh start, as will each new day.

Playtimes / Lunchtimes:

If any child is to stay in during these times they must be supervised at all times either in the classroom with a member of staff or in the shared resource area supervised by staff.

Dealing with unacceptable behaviour at lunchtime

Level 1 behaviour – Welfare assistant

Level 2 - Class teacher

Level 3 – Headteacher

If inappropriate behaviour is displayed a verbal warning will be given. It needs to be made clear to the child WHY they are receiving the warning and HOW they can correct their behaviour.

If the behaviours persist the class teacher should be told and a note needs to be made of the incident on CPOMS. This should be given to the class teacher.

Further displays of the same/ relative behaviour should be dealt with by the Headteacher.

ABC Method

When a pupil's behaviour is causing concern a brief log should be made on CPOMS.

This log should be dated and include any meetings with parents / telephone conversations.

It is easy to forget dates and details which will need to be needed if further action is required at a later date. Any child exhibiting sustained aggressive or inappropriate behaviour will be identified for additional support e.g. group/individual work with a TA and parents informed.

Consequences – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:

- *Taking part in any school-organised or school-related activity or*
- *Travelling to or from school or*
- *Wearing the school uniform or*
- *In some other way identifiable as a pupil at the school.*

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- *Could have repercussions for the orderly running of the school or*
- *Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.*

At Ribchester St. Wilfrid's C of E Primary School, we will deal with any occurrences outside the school gate in the following way:

- Talk to all parties involved in the allegation to clarify the situation
- If found to be culpable the Traffic Light System will be started at Level 2.

Detentions:

Teachers have a legal power to put pupils under 18 in detention. Schools must make clear to pupils and parents that they use detention (including detention out of school hours) as a consequence. The times may include any school day where the pupil does not have permission to be absent, weekends, except those preceding or following a school break and non-teaching (INSET) days. The Headteacher can decide which members of staff can put pupils in detention. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. Staff issuing the detention should consider:

- *Whether the detention is likely to put the pupil at risk.*
- *Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.*
- *Whether parents ought to be informed of the detention. In many cases it will be necessary to do so; notice may not be necessary for a short after-school detention where the pupil can get home safely.*

- *Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.*

Detentions at Ribchester St. Wilfrid's C of E Primary school will take place at playtimes or lunchtimes – loss of playtime / 15 minutes of lunchtime

8. The use of exclusions:

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty consequence of £60 (rising to £120). [These have been increased as of 1st Sept 2012]
- Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.
- Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

The staff and Governors of Ribchester St. Wilfrid's Church of England School are committed to inclusion. It is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded.

Should exclusion prove necessary, procedures will strictly follow the guidance provided by the LA and DfE.

9. Confiscation of inappropriate items:

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons*
- Alcohol*
- Illegal drugs*
- Stolen items*
- Tobacco and cigarette papers*
- 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*

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

If any of the items listed above are brought into school, they will be confiscated. Parents will be called into school to discuss the situation and return items if appropriate.

10. Power to use reasonable force

What is reasonable force?

- 1) 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.
- 2) 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.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) 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.
- 5) 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?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) 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 pupils on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive pupils 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.

11. Pupil Support systems:

There is a clear escalation policy for support and intervention when children begin to display regular disruptive behaviour. See Appendix 2

- Triggers will be monitored and recorded to ensure that intervention is early and consistent for all children,
- A range of multi-agency support will be requested as needed.
- Behaviour will be actioned and recorded as a graduated approach.
- The inclusion manager will be informed of behaviour concerns and will monitor approaches and interventions.
- If behaviour concerns persist assessments will be requested.
- All staff are clear about their roles and responsibilities in supporting pupils

12.School Support systems:

Systems will be put in place for supporting pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and consequences. This may include:

- links with SEN/Inclusion
- alternative provision
- support for parents.

We will consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be consulted.

We will also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment will be requested.

13.Consultation, monitoring and evaluation

Staff and Governors have been included in the writing of this policy and arrangements are in place for it to be monitored and evaluated annually.

Monitoring / recording

As outlined in the SEN Code of Practice, we promote a differentiated approach following different levels of intervention using the Assess / Plan / Do / Review cycle. Appropriate target-setting and information-sharing is extremely important, to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as IEPs and Provision Maps. These are jointly developed, agreed and reviewed, involving key adults. There is a wide range of highly effective provision for managing the behaviour of pupils, observation, unit meetings, CPOMs recording, communication with parents, support from SLT, these effective systems are in place to ensure that any issues are quickly dealt with. The excellent use of TAs to support individual pupils is very effective in managing behaviour and we use lots of small group interventions for targeted pupils to support their learning. Children are taught to take responsibility for their own behaviours - including making choices and accepting consequences

We use various interventions, these includes various assessment and monitoring tools / toolkits, such as: The Boxall Profile, The Strengths and Difficulties Questionnaire (SDQ), Various Emotional Literacy and Social Skills resources, as well as strategically planning social and emotional activities. We use a holistic support for children presenting SEMH needs, such as Early Help and TAF processes.

14.Complaints Procedure:

A copy of the school's full Complaints Policy can be found on the school website.

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- 4) Suspension will not be an automatic response when a member of staff has been accused of using excessive force. As a school we will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) The Governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees; and it is important that school provides appropriate pastoral care to all members of staff

Reasonable Adjustments

The DFE 'Behaviour and Discipline in Schools- Advice for headteachers and school staff' January 2016 states that:

The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

The Equality Act 2010 requires that:

The responsible body of such a school must not discriminate against a pupil—

- a) in the way it provides education for the pupil;
- b) in the way it affords the pupil access to a benefit, facility or service;
- c) by not providing education for the pupil;
- d) by not affording the pupil access to a benefit, facility or service;
- e) by excluding the pupil from the school;
- f) by subjecting the pupil to any other detriment

As such a school has a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy. For an example, it would be reasonable to suggest that a pupil diagnosed with ADHD may need some adjustments when following a behaviour rule around active listening.

Guidance for schools can be found in the Lancashire Behaviour Toolkit.

http://www.lancsngfl.ac.uk/projects/behaveattend-new/index.php?category_id=18

Schools may also find it useful to consult the Lancashire Local Offer

<https://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities/>

Schools should also be mindful of the SEND Code of Practice when deciding on support, intervention and consequences for those students identified as having a special education need.

The Send Code of Practice states:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

When dealing with pupils who display regularly low level behaviours or more challenging behaviour schools should consider:

6.21. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

6.22. Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

Schools should also be aware of the links between their in school SEND processes alongside their whole school behaviour systems. This is explained further within the SEND Code of Practice:

6.27. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software

A school should ensure that behaviour support plans consider all the available evidence around a pupil and consider if assessments to identify underlying causes of behaviour concerns are required. SEND Specialist teachers and Educational

Psychologists (amongst other professionals) are able to advise on appropriate assessments. The graduated approach through the assess, plan, do, review cycle is equally as valid for behaviour support as it is for those pupils already identified as having a special educational need. This process can help identify the appropriate adjustments a pupil may need to be put in place. This is further exemplified in the extract from the SEND Code of Practice below:

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The reasonable adjustments needing to be made must be personalised to the pupil and based upon regular assessment. Schools should take care to avoid using a generic set of adjustments for pupils with more challenging behaviour.

The SEND Code of Practice again provides more guidance on this area:

9.92 The following are examples of reasonable steps that might be taken in different circumstances:

Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include:

- addressing factors within the class that may exacerbate the problem, for
- example using circle time to discuss difficult relationships and identify
- constructive responses
- teaching the child alternative behaviour, for example by taking quiet time in
- a specially designated area at times of stress
- providing the child with a channel of communication, for example use of
- peer support
- using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers
- ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage
- drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation, and
- ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others or damage to property, relevant staff have had training in appropriate techniques, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers

Reasonable steps taken to ensure that the inclusion of a child with autistic spectrum disorder who is distracting and constantly moves around in a mainstream secondary school is not incompatible with the efficient education of others may include:

- ensuring all possible steps are taken to provide structure and predictability to the child's day, for example by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks
- ensuring that the child is taught a means of communicating wants and needs using sign, symbol or spoken language
- working with a member of staff on a structured programme of activities designed to prepare him or her for joining in class or group activities, for example by using 'social scripts' to rehearse appropriate behaviour
- having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence, and ensuring that all staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early

Additional support and guidance on what may be considered as a reasonable adjustment for a range of SEND can be found at the links below:

<http://www.sendgateway.org.uk/>

<https://www.autismeducationtrust.org.uk/>

<http://www.thecommunicationtrust.org.uk>

<https://www.natsip.org.uk/>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-inschools--2>

<http://www.thedyslexia-spldtrust.org.uk/>

<https://www.autism.org.uk/>

Example of a Graduated Approach to behaviour/ SEMH

This may be included to show the school system of pupil support

This cycle assumes that strategies such as mentoring, report cards, parental meetings have already been used and that incidents are escalating

Assess	<ul style="list-style-type: none"> • Classroom observations, behaviour logs to identify patterns • Identify any gaps in learning which may need standardised assessments such as: <ul style="list-style-type: none"> ○ WRAT ○ How does the learner learn? ○ Consider other factors such as health, family background, safeguarding risks ○ Boxall profile ○ SDQ
Plan	<ul style="list-style-type: none"> • Planning involves pastoral staff, pupil, parents, academic mentor as appropriate • Use assessment results to identify the resources required • Set appropriately challenging SMART targets based on any learning needs and SEMH needs • Set a review date
Do	<ul style="list-style-type: none"> • Consider small group support, linking to assessment results. For example, socially speaking, understanding and controlling emotions activities, self-esteem work, nurture/ peer support as appropriate • Ensure class teacher is aware of strategies to use and developed within the group work as appropriate
Review	<ul style="list-style-type: none"> • Evaluate impact of interventions on progress and behaviour • Consider seeking advice from other agencies if no progress

Additional cycle

Assess	<ul style="list-style-type: none"> • Consider previous assessments and current progress. Are there any additional assessments needed? • Consider additional external diagnostic assessments such as EP, SALT • Are there any social issues needing a CAF? Emotional or health issues needing medical input?
Plan	<ul style="list-style-type: none"> • Plan how to implement the recommendations and strategies from external service reports • Ensure that gaps in learning are addressed • Ensure support is deployed as appropriate • Ensure staff are clear of the plan and manage behaviour consistently • Set appropriately challenging SMART targets based on any learning needs and SEMH needs • Set a review date
Do	<ul style="list-style-type: none"> • Small group and individualised interventions which may include individual counselling
Review	<ul style="list-style-type: none"> • Evaluate impact of interventions on progress and behaviour • Consider seeking advice from other agencies especially the SENDO if no progress • Consider the use of an intervention placement or managed move if there has been no progress • If there has been some progress an additional cycle of assess, plan, do. Review should be used

Further cycle

Assess	<ul style="list-style-type: none">• Consider previous assessments and current progress. Are there any additional assessments needed to identify any unmet needs?• Consider any further external diagnostic assessments such as EP, SALT, SEMH support• These may be undertaken in another setting e.g. an intervention placement or there maybe another on or off site alternative provision offered at this point (e.g. some time out of class)• Are there any other agencies needing to be involved?
Plan	<ul style="list-style-type: none">• Plan how to implement the recommendations and strategies from external service reports• Ensure that gaps in learning are addressed• Ensure support is deployed as appropriate• Ensure staff are clear of the plan and manage behaviour consistently• Set appropriately challenging SMART targets based on any learning needs and SEMH needs• Set a review date
Do	<ul style="list-style-type: none">• Small group and individualised interventions which may include individual counselling• Small group teaching
Review	<ul style="list-style-type: none">• Evaluate impact of interventions on progress and behaviour• If no progress gather evidence for a EHC referral• If there has been some progress an additional cycle of assess, plan, do, review should be used

Example of a Graduated Approach to behaviour/ SEMH

This may be included to show the school system of pupil support

	Trigger point	Actions	Person responsible
Stage 1	<ul style="list-style-type: none"> CPOMs / SIMS logs show that 3 removes / x lost credits have been logged over 4 weeks <i>(school to define appropriate trigger and timescale)</i> Consequences may be in or out of class or a mixture One serious incident can also trigger a stage 1 intervention A high number of lower level incidents may also be a trigger 	<ul style="list-style-type: none"> Phone call or informal meeting with parents to discuss concerns and identify any possible reason for the behaviours according to parent and pupil Report card/ tracking card process begun. Targets set Any concerns raised by the student shared with staff Notes made in CPOMs 	Class teacher
Stage 2	<p>Further 3 incidents/ consequences noted within 4 weeks of stage 1 meeting. <i>(example trigger)</i></p> <p>OR</p> <p>One serious SLT level incident</p>	<ul style="list-style-type: none"> Meeting with parents to agree a more structured plan e.g. clearer targets and outcomes from the process e.g. daily points target to achieve. More specific outcomes based on whether targets are met Plan focus based on information from CPOMs incident logs Liaison with SENCO to identify any testing needs e.g. WRAT, dyslexia etc Findings incorporated into plan Review date agreed- usually four weeks At review the plan may be discontinued, stepped down, extended or escalated to stage 3 based on recent behaviours 	SLT
Stage 3	Stage 2 review indicates failure to make progress	<ul style="list-style-type: none"> Boxall to be completed Observation by specific trained TA/inclusion member of staff to consider ABC/ behaviour patterns and add to BOXALL findings Plan to be amended and may include strategies to address Boxall such as short intervention for social skills. More comprehensive plan with short and long term actions. Clarity of needs to be addressed through the plan Consideration of multi-agency referrals. This may be for family support, mental health, SLC, LA alternative provision system Failure to make progress may lead to consideration of a managed move or intervention place/ AP 	SLT in conjunction with inclusion manager

Stage 4	2 or 3 cycles of stage 3 fails to bring about an improvement or worsening of incidents	<ul style="list-style-type: none"> • If multi-agency referrals were not made at stage 3 they must now be made • EP commissioned • Plan to be developed to incorporate recommendations • Failure to show an improvement at this stage may lead to consideration by SENCO re appropriateness of statutory assessment based on previous intervention cycles • Failure to make progress may lead to consideration of a managed move or intervention place/ AP 	SLT in conjunction with inclusion manager
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It is not the intention that all stages must be adhered to exactly. There are times when a student may need a number of cycles of intervention at one stage or may need to skip a stage due to a change of circumstance.

Inclusion pyramid- alternatives to exclusion

