



Blackhall Primary School Procedure for Behaviour Incidents



Introduction

The Governors and Staff at Blackhall Primary School recognise the importance of a positive approach to the behaviour of children in school. We recognise in this school that if children are to learn and to make progress in the programmes of work, which we have planned, then we need to promote and encourage good standards of behaviour and that our approach to behaviour should be positive and consistently applied. Only by providing a recognised and structured system of behaviour management will we provide an environment where effective teaching and learning can take place. It is necessary to develop a code of conduct which is understood and shared by all members of the school community and which is accepted by the wider community.

Our whole school vision is for our children to be ambitious, confident, resilient life-long learners. We recognise that in order for this to happen, we need to provide a culture of teaching children what it means to behave well. We do this through modelling, praise, reward, and most importantly explicit teaching. When a behaviour goes wrong, we feel it is important to provide a restorative approach to help explain to the child what went wrong and what they could do differently next time. This task is the responsibility of the Head Teacher, Deputy Head Teacher, teaching and non-teaching staff. Governors, parents and the L.A. all make a contribution to the management and promotion of acceptable behaviour in school.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

School Rules

Children and staff should have a clear expectation of the behaviours and routines which are acceptable in the various areas of school at all times.

The school rules exist to ensure the safety and welfare of pupils and staff. They incorporate the set of values that staff and pupils feel are important.

- Respect, care and concern for self, others and the environment
- Honesty fairness, politeness and commitment.

At Blackhall Primary School we are kind to everyone:

- *We do what adults ask*
- *We do not hit or call others names*
- *We do not use bad language*
- *We do not damage any property.*

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Mental Health and Emotional Support

Curriculum changes to support the well-being of children - establish a clear routine, a collective focus, PHSE, short tasks with a focus on success and clear expectations in lessons and fewer subject areas being taught on a rolling programme to help build stamina.

Additional support that pupils can access above and beyond classroom provision if required - use of social stories, school counselling provision.

Roles and Responsibilities

The Governing board

The Governing Board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board. The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Head Teacher will track data on behaviour incidents and report to the Governing Board.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Meet and Greet children at the start of the day and after transitions
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious behaviour incidents on CPOMS and completing the behaviour log within classrooms
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils Code of Conduct

Care for yourself

- Listen carefully to the teacher

- Always do what you are asked by adults in school
- Concentrate in class and work to the best of your abilities
- Tell the truth
- Do not bring jewellery, mobile phones, sweets, chewing gum or toys
- Remember to bring the things you need (age dependent)
- Always walk when in school

Care for others

- Be gentle with others, be helpful and kind
- Consider other people's feelings
- Say positive things about others, no teasing, rudeness or swear words
- Tolerate the differences in people
- Do not throw objects

Care for our School

- Use school equipment properly- damages should be paid for
- Do not take anything that does not belong to you
- Keep everywhere you work and your tray clean and tidy
- Keep cloakroom and toilets tidy
- The following will not be tolerated at the school:
 - Bullying- the exercise of power or dominance of one over another, pre-mediated and following a pattern of behaviour rather than an isolated incident.
 - Verbal or physical aggression
 - Swearing
 - Theft or vandalism
 - Disrespectful behaviour towards staff and other pupils, including not following instructions or continuing in a behaviour that they have already been spoken to about.
 - A total disregard for the school rules, school building and its contents
 - Radicalisation

Rewards

The 'class dojo' incentive and reward system is designed to recognise and promote all forms of social and academic achievement.

Verbal / written praise, smiles, showing work to others and reporting good deeds are routine ways for staff to recognise desirable working practices and behaviour.

Children may be sent to the Head Teacher, Deputy Head Teacher or another teacher to receive recognition for their work and behaviour.

Each class will have a recognition board, linked to the theme of the week. When staff see particular children displaying this positive behaviour, they will have their name displayed on the board for all to see.

Dojos

Children receive dojos to reward positive behaviour.

A certificate is awarded for achieving the following number of dojos across a year:

20 dojos - dojo award

50 dojos - bronze award

100 dojos - silver award

150 dojos - gold award

200 dojos - super gold award

250 dojos - platinum award

300 dojos - diamond award

400 dojos - Class teacher's award

500 dojos - Deputy Head Teacher award

600 dojos - Head Teacher award

Celebration Assembly

Celebration assemblies take place weekly from EYFS to Year 6, celebrating pupils' achievements both academically and in their behaviour. Children are also given certificates for dojos, achievements with accelerated reader and recognition for representing our school in sporting events.

Star of the week certificates and rewards are also given weekly in our 2 year old provision and Nursery.

Pupil of the term assemblies also take place and 2 children are selected from each class for outstanding behaviour and achievement across the term.

Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

1. **Reminder**
2. **Warning** - a verbal warning is given to the child. This will set out why they have been given the warning and what we expect to see next time.
3. **Class move (10 minutes)** -the child is moved to the quiet area of the classroom and is provided with their own work space. They will continue with the learning that is taking place from that space.

4. **Time out (10 minutes)** - the child is moved to an alternative class to reflect on their behaviour. An individual work station is prepared with equipment and tasks that the child can complete individually (these are set by the sending class in advance). Parents will be informed at this stage by the class teacher. When children return to their own classroom, they will be welcomed back for a fresh start and the class teacher or teaching assistant will ensure the child can catch up on any missed learning.
5. **Senior Leadership Team (SLT)** - assistance from SLT is required to support the behaviour. At this point, SLT will decide whether the behaviour requires missed lunch time, internal exclusion or fixed term exclusion. A member of the SLT will inform parents at this stage.

For low level behaviour all staff will go through the stages of these sanctions from stage 1.

For higher level behaviour where a child endangers themselves or others, it may be necessary to move directly to stage 4. Such behaviour would include:

- Physical aggression towards pupils or staff
- Damage to property

Behaviour during Lunchtime

Rewards

Verbal praise, identifying positive behaviour.

Report good deeds to class teachers at the end of lunch time.

Dojo card to be issued to one child showing positive behaviour that is over and above on a daily basis.

Sanctions

1. **Positive reminder** - remain calm and remind children of the expected behaviour.
 - a. You have been given a warning because you did not follow my instructions.
Next time, I expect to see you carrying out my instruction first time.
2. **Time out** - children should be given 10 minutes time out on the designated benches.
3. **SLT** - assistance from SLT is required to support the behaviour. At this point, SLT will decide whether the behaviour requires missed lunch time, internal exclusion or fixed term exclusion. A member of the SLT will inform parents at this stage.

It is the responsibility of the lunch time supervisors to inform class teachers of any positive behaviour first and then any unacceptable behaviour in a calm way.

Team Teach

Staff Qualified:

Mrs Leonard
Miss O'Neil
Mrs Lowes
Mrs Baker
Mrs Grylls
Mrs James

Team Teach is used in school and is utilised as a de-escalation technique to respond to challenging behaviour. This incorporates restrictive positive handling techniques that are used as the situation requires. Only the staff qualified in the use of Restrictive Positive Intervention (RPI) are allowed to intervene in any situation that requires a child to be removed or restrained.

Trained staff make an assessment of the particular circumstances, to decide if control is appropriate and if it is at what level. The following will need to be taken into consideration:

- The behaviour of the pupil
- The known intention of the pupil
- Their known wishes, feelings and emotional state
- The pupils personal history
- The influence of other pupils, family and friends
- Any events that may be causing the pupil anxiety
- Knowledge of the pupil
- How long the pupil has been attending Blackhall Primary School
- The time of day

Restrictive Positive Handling Techniques are never used in isolation

The Team Teach approach will also:

- Reinforce policy and practice, in form of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions.
- Reinforce the essential verbal and non-verbal skills required in a crisis situation.
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Following training provides staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both pupil and member of staff.

As a school:

We will use reasonable force:

- To prevent a pupil leaving a classroom, building or playground where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain a pupil at risk of harming themselves through physical outbursts.
- To prevent a pupil from seriously damaging property
- Where an offence is being committed, and any behaviour prejudicial to the maintenance of good order and discipline within the school, or among any of its pupils.

The use Restrictive Physical Intervention (RPI) will only be:

- Used in the best interests of the of the service users
- Used for the minimum force for the shortest time
- Used to prevent injury, pain and distress
- Used to maintain dignity
- Used reasonably and proportionately
- Used whereby all actions are necessary.

In every case no more than the reasonable amount of force, with the maximum amount of care for the minimum amount of time should be used to keep safe.

Any use of RPI will be reported as soon as possible to the Head Teacher, Deputy Head Teacher, and a Pupil Incident Report Form completed. A copy should be passed to them and recorded on CPOMS. Parents should be informed by telephone before they come to collect their child.

Where staff are aware of a potential child who may need the Team Teach technique, or a child where it has been used in the past, a Positive Support Plan should be drawn up with the child and parents.

The aim of the meeting is to plan strategies to:

- Safeguard and promote the pupil's welfare

- Appropriately meet the pupil's needs
- Manage his/her behaviour
- Minimise the need for external controls

The meeting must also consider;

- The wishes and feelings of the pupil and his/her parents/ carers
- The need to establish an Individual Behaviour Management Plan, or amend an existing one.
- To establish any further action on behalf of the school, this will depend on the circumstances of the incident. i.e. seclusion within school or fixed term seclusion.

Involvement of Outside Agencies

Should the system and strategies employed by the staff fail to be sufficient for any child then, with the co-operation of parents, we seek help and advice from the Educational Psychologist/ Family Guidance / crisis response / behaviour panel/ Early Help Assessment. It has to be understood that, if this is to succeed, then teachers become heavily involved in any strategies, which might be suggested, and that these are only likely to succeed through total co-operation between home and school.

Special Educational Needs

There may be children for whom, for a variety of reasons, the behaviour system strategies are ineffective. For them access to the curriculum is hindered and additional strategies may be needed to help them. Children may be placed on the Special Needs Register because of their emotional and behavioural difficulties.

Children on Support Plans

- Teacher may adopt different techniques. The support of Special Needs Staff in school may be sought
- Help from outside agencies such as the Educational Psychologists or behavioural support services may be sought
- A referral may be made to have the child assessed, leading to an EHCP (Education, Health and Care Plan)

Children on EHCP

If such a plan is issued the Local Authority will make provision for the child's needs to be met. As parents will have been involved from the outset they may be requested to be part of a behavioural modification programme and/ or make visits to the school to assist in their child's progress.

The Support plan associated with an individual child may make suggestions for dealing with that child's particular behavioural problems in a consistent manner.

Equal Opportunities

During the implementation of the policy it is essential that all children are treated equally and fairly and that consideration is given to each child's situation and needs. (see Equal Opportunities Policy)

Searching, Screening & Confiscating

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school identifies as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images

Blackhall Primary School follow the Department for Education's 'Searching, Screening & Confiscation: Advice for Schools 2022'.

Monitoring Arrangements

This behaviour policy will be reviewed by the Head Teacher and the Governing Board every 2 years. At each review, the policy will be approved by the Head Teacher.