



# Behaviour Policy

Houghton St. Giles CE Primary Academy

2022-25

A handwritten signature in black ink, appearing to be "K Kent", is written above a horizontal line.

CEO SIGNATURE:

n/a – operational policy

CHAIR OF TRUST BOARD SIGNATURE:

9.9.22 updated by K Kent

DATE

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NEXT REVIEW DATE



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## Introduction

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as effective teaching and learning. We believe that a clear, shared understanding of the school's values is a prerequisite for the effectiveness of this behaviour policy.

We base our approach to behaviour management upon a range of rewards, which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. Sanctions are also used where necessary and as appropriate to the child and the misbehaviour that has taken place.

The children of Haughton St. Giles CE Primary Academy behave very well for most of the time and meet the high expectations of behaviour set. This policy is to ensure consistency on the occasions when children's behaviour falls below expected standards.

Teachers use the agreed "behaviour tracking" system of behaviour management to encourage positive behaviour and to teach children to be responsible for their own actions. Teachers have a visible display within the classroom which records this in an engaging and appropriate way according to the age of the pupils.

Our policy is in line with the following legislation:

- [Education and Inspections Act 2006](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2011](#)
- [Use of Reasonable Force 2013](#)
- [Equality Act 2010](#)

## Aims

To enable children to understand that acceptable behaviour is a result of mutual respect - respect for myself, respect for others, respect for property.

To promote the values of respect, resilience, pride, forgiveness, trust and faith.



## Objectives

### Adults - teaching and non-teaching:

1. To provide an outstanding role model
2. To have high expectations of themselves and the children
3. To emphasise and reward positive behaviour
4. To respond to and deal with unacceptable behaviour in a firm and consistent manner
5. To involve and inform parents of all aspects of this policy

### Children:

1. To understand that they are a valued part of the community
2. To understand their role
3. To discuss and share what constitutes acceptable behaviour e.g. at circle time
4. To understand and know what is acceptable behaviour
5. To be responsible for behaving in an appropriate manner

## School Rules

We have a Code of Conduct which is shared with all children and referred to regularly. The Code of Conduct states that children will:

- Keep hands and feet to yourself
- Speak quietly and kindly
- Walk quietly and sensibly
- Respect other people and their property
- Always follow instructions

## Rewards for good behaviour and effort

All teachers encourage their classes through a system of praise and reward. Rewards should be seen as special and meaningful.

Rewards are most effective if they follow immediately upon the desired behaviour.



Children may be:

- given verbal praise and smiles
- given stickers
- praised in front of others
- sent to another teacher and to the Headteacher
- given 'achievement certificates' during Celebration Assembly
- given extra privileges and responsibilities
- Phone call/letter to parents

### **Sanctions for unacceptable behaviour**

There is no use of physical punishment. All sanctions should take individual circumstances into account and be in proportion to the offence.

Try to remember that we should:

- criticise the behaviour and not the person
- use private rather than public reprimands whenever possible
- be fair and consistent

### **Sanctions**

Sanctions for not following the school rules (displayed in classes):

- Child receives a 'reminder'
- Children receive 2 subsequent reminders
- Child misses part of break/lunchtime
- Child is separated from the rest of the class for a period of time (an opportunity to calm down and reflect)
- Child is sent to the Headteacher
- Parents are contacted.



These sanctions are usually followed through in order. However, there are occasions such as use of physical aggression, bullying, homophobic or racist behaviour where the child's sanction is fast-tracked to the Headteacher and parents.

When children are sent to any members of SLT a nurture session takes place to support positive behaviour in the future and discuss support strategies. On occasions this will be supported by a senior leader from St Bartholomew's CE Multi Academy Trust.

If a child persistently behaves in an unacceptable way, or displays behaviour that may threaten the safety of the individual or other children/adults, it may be deemed necessary by the Headteacher/head of school to apply one of the following:

- issue a formal warning
- suspension
- impose a permanent exclusion (as a last resort)

### **Individual Behaviour Plans/Special Arrangements**

In cases where individual children experience difficulty in behaving as we would wish them to, and little progress in modifying their behaviour is noted following the consistent use of the school's usual range of rewards and sanctions, the child will need to be considered for inclusion on the school's special educational needs register.

If this is the case, the child's teacher will discuss the child with the SENDCo, who is responsible for the behavioural aspects of the code of Practice for Pupils with Special Educational Needs. The SENDCo will provide advice and support in the drawing up and implementation of appropriate plans or arrangements, in liaising with the child's parents and in enlisting their support. Educational Psychologists and Pupil Referral Unit staff as well as other Multi Agency support teams may be consulted for advice and support.

### **MEETING THE NEEDS OF CHILDREN WITH SEND**

In response to the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs, it is recognised that some pupils require a more sensitive and differentiated approach when dealing with behaviour.



A graduated response will be taken and will reflect each individual child's additional needs. All approaches employed will also take into account additional costs and any other practical considerations for the school:

- Quality First Teaching
- Small group support
- 1:1 interventions
- Support from outside agencies e.g. Wolverhampton Outreach, Speech and Language Team, Occupational Therapy, Educational Psychology Service
- All support should be recorded on a plan e.g. Behaviour support plan, Individual Provision plan and/or Early Help Application

Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, modified timetable (where appropriate and in line with guidance), suspension or permanent exclusion

## **Physical Restraint of Pupils**

There are very limited circumstances in which the use of physical restraint is appropriate.

These are:

- where a pupil's behaviour is at risk of causing injury to him/herself;
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property.

On all occasions the use of physical restraint will be reported to the Headteacher and to parents. A written record of the incident, including the use of restraint, will be recorded on the child's record.



### **Why use restraint?**

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

### **Alternative strategies**

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. is a pupil about to run across a road).

However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour.





### **Use of physical restraint**

Physical restraint will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It will never take a form which could be seen as a punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below. There are some forms of physical intervention, which may involve minimal physical contact, such as:

- blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.
- In all circumstances other methods will be used if appropriate or effective physical restraint will be a last resort.

### **When physical restraint becomes necessary staff will:**

- Tell the pupil what they are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for the restraint to be removed (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax their restraint in response to the pupil's compliance

### **They will not:**

- Involve themselves in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair



- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Act in temper (They will involve another staff member if they fear loss of control)

### **Follow up procedure**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team will be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff will always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a Risk Management Plan, which may include an anger management programme, or other strategies agreed by the Leadership Team.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. It may be advisable to introduce a STAR plan for a child.

All incidents will be recorded immediately. All sections of this report will be completed so that in the event of any future incidents a full record is available. A member of staff will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

### **Management Plan**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil ( e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take, and get their signature of agreement



- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate