

RIVERSDALE PRIMARY SCHOOL

Positive Behaviour Management Policy

Signed: _____

Date: _____

Date to be Reviewed:: _____

Philosophy



Our mission statement sets out the school's aims to ensure that relationships within the school community are positive and that a happy, caring and secure school environment is provided so as to foster learning and raise the pupil's self-esteem and sense of achievement.

Riversdale school is committed to the belief that good behaviour should be celebrated and poor behaviour can change if pupils wish to do so. This policy is designed to provide a framework to give pupils guidance on how to behave, within clear routines, guidelines and boundaries. This helps foster the many relationships that underpin the school's success in working in partnership with the whole staff team, with pupils, with parents and carers and the wider community.

The most powerful way to teach children what is 'good' behaviour is to model this behaviour. We therefore require all adults in our school community; teachers, parents/carers, visitors, to follow the school's behaviour guidelines while on the premises.

AIMS

The aim of this policy is to promote positive behaviour in pupils at Riversdale. Staff must be mindful at all time that their objective is the removal of barriers to learning. Clear and consistent implementation of school rules, policies and procedures by all staff is the best way to deliver this broad aim.

This policy supports the ethos, mission statement and vision of the school. It should be read in conjunction with other whole school policies, particularly those relating to anti-bullying and equalities.

This policy is also informed by relevant legislation and Dfes guidance. In particular, it must be observed that the sanction of exclusion is that of last resort and is, as a matter of law, exercisable by the Head Teacher and only those to whom the power has been specifically delegated when the person charged with the decision by statute is not on site.

In order to meet the individual needs of pupils, the following principles will guide all staff:

- the creation of a reflective and considerate community where pupils can learn and be happy
- the provision of as broad and balanced curriculum as resources allow
- an opportunity for pupils to demonstrate positive abilities and attitudes
- setting a good example and providing positive role models in a happy and safe environment
- ensuring the safety and wellbeing of all pupils and staff
- the diversion of pupils from inappropriate behaviour to allow learning to take place
- teaching pupils to demonstrate self control and to take responsibility for their own actions and behaviour (as a 'Rights Respecting School' children are taught their rights and related responsibilities)
- teaching pupils that actions and behaviour are the result of choices they have made and that such actions have consequences
- being fair, firm and consistent having an awareness of individual pupils' circumstances and home background
- giving pupils opportunities to be responsible for themselves and others
- work in close partnership as a staff team with pupils, their parents/carers and appropriate outside agencies.

It is recognised that each child and their behaviour must be responded to on an individual basis and so the application of a behaviour policy may need a degree of flexibility. However we feel that our school needs consistency and clear expectations of children's behaviour and the management of that behaviour.

This policy supports and enhances our school ethos. We adhere to and teach the children their legal rights as set out in the UNICEF Rights of Children. Particularly relevant in our school setting are children's rights to an education, to be and feel safe and to be happy. All school rules are designed to support one of these rights.

We believe that:

- The encouragement and reinforcement of good behaviour is a matter of collective responsibility
- Every child and adult has the right to feel safe

- No one should feel threatened either physically or verbally
- Every child should feel respected and valued emotionally and academically
- Everyone should be respectful of the school environment and school property
- Everyone should be aware of the consequences of their behaviour.

This policy has 3 elements:

EXPECTATIONS

The new Equality Act 2010 states that all public bodies, including schools, have a general duty to eliminate discrimination, advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who don't.

In law protected characteristics are:

1. disability
2. race
3. sex
4. gender reassignment
5. pregnancy and maternity
6. religion and belief
7. sexual orientation

We therefore regard as totally unacceptable:

- Any form of abuse which infringes the rights of those with protected characteristics, or damage good relations amongst individuals
- Any form of foul language or abuse based on a protected characteristic
- Bullying – physical or mental.

We expect children to:

- Respond politely to all
- Respect other children in the way they talk and treat each other
- Respect all property
- Be engaged in the learning activities presented to them
- Walk quietly and sensibly about the school
- Be responsible for their belongings and to assist in the care of the school and its property.

Staff will:

- Consistently reinforce expectations of behaviour
- Ensure children are provided with an applied framework of behaviour in class and around school
- Positively reinforce good behaviour
- Celebrate children achievements
- Keep records of good and bad behaviour as appropriate
- Provide opportunities for children to express their concerns
- Inform other staff of actions concerning behaviour
- Inform Governors of actions as appropriate

Parent's will:

- Know that by sending their child to Riversdale all will be done to ensure the welfare of their child and others
- Know they will be informed about problems concerning their child
- Support the school with the behaviour policy and model appropriate behaviour at all times when on school grounds
- Be informed of involvement of other agencies should their advice be required

Governors will:

- Support the head teacher and staff in their responsibilities

- Know the staff are striving to create an atmosphere beneficial to academic and personal development for all children
- Be fully informed of matters concerning behaviour

Visiting teachers will:

- Be informed of our policy regarding behaviour to understand that their time in our school is based on mutual trust and respect.

REWARDS AND CONSEQUENCES

The cornerstone of the school's positive behaviour management policy is the celebration and reward of pupils for appropriate behaviour and the implementation of sanctions where there has been inappropriate behaviour. The application of rewards and consequences (save for the ultimate sanction of exclusion either for a fixed term or permanently) is a matter within the professional discretion of staff, who will endeavour to apply these in a consistent manner throughout the school.

Rewards

The purpose of rewards is to encourage pupils to develop their self-esteem and modify their behaviour. The rewards system celebrates pupil achievement.

Rewards can be both informal and formal. Consistency is important in both the giving of rewards as in the application of consequences, however it is recognised that some pupils find certain things a particular challenge where others may find them easier and it is important that overcoming challenges is celebrated. Staff are encouraged to be clear in explaining to the class why a reward is being given in a particular case. This clarity can defuse feelings of unfairness.

Rewards can include the following, either alone or in combination:

- Individual praise and encouragement
- Positive written comments and feedback on work
- Stickers, target charts, certificates and commendations – both on an individual, group and class level and school wide commendation at assemblies
- Sharing with parents/carers incidents of positive or improved behaviour
- Recognition of public success in the community
- Golden time

Consequences

Good classroom management and the use of preventive strategies do much to defuse problematic situations without the need for sanctions to be applied. However, it is recognised that in some circumstances some intervention will be required. The main objective of this is to encourage and enable individual pupils to accept responsibility for their actions and behaviour and to recognise that they have a choice in how they behave. As an accredited 'Rights Respecting School' we teach pupils about the rights of all children, and that with these rights there are responsibilities. They know that if they break a school rule they are denying themselves and others their rights. Pupils frequently need to be reminded of the consequences of their actions and the sanction to be applied if this behaviour continues. It is important that sanctions are applied in a consistent manner.

Sanctions increase in severity to meet the behaviours of the pupils. In some cases the sanctions will be applied in turn, in others the behaviour will necessitate one of the more serious sanctions to be immediately applied.

Sanctions can include:

- Ignoring the pupil's inappropriate behaviour and praising the appropriate behaviour of others in the class/pupil grouping
- Distraction – asking the pupil to carry out a task which will result in the inappropriate behaviour stopping
- Defusing potentially volatile situations – e.g. By use of humour but never sarcasm
- giving a non-verbal sign to stop

- making a reference to school/class rules
- giving the pupil a verbal warning coupled with a clear description of what behaviour you wish to stop (avoid general, non-specified directions such as “stop that” etc) in the first instance this should be given quietly to the pupil on their own to avoid giving the pupil an audience and giving rise to a possible escalation in poor behaviour
- giving the pupil a warning verbally and in public i.e. before the other pupils as this will be necessary if the other pupils are aware of the poor behaviour and believe that the pupil is “getting away” with behaving inappropriately – again, the behaviour complained of and the result you require must be clearly and calmly explained
- offering a pupil time out – making it clear that this is an opportunity to reflect on poor behaviour and calm down
- loss of break time so that work can be completed
- detentions
- loss of privileges like Golden time
- referral to head teacher or deputy head (or such other person to whom the power to exclude has been delegated) for either fixed term exclusion or, in extreme circumstances, permanent exclusion.

We will share with parents, as far as it is practicable, behaviour issues their child might be having, so that we can work together with home in order to improve behaviour.

Serious incidents (defined as those giving rise to a fixed term or permanent exclusion) will only be dealt with by the head teacher or deputy head in her absence.

The circumstances in which exclusion is imposed are set out in appendix 1 together with the procedures that the school is legally bound to follow in such an event.

All incidents of bullying, or behaviour contrary to the new Equality Act 2010, are to be referred to the head teacher or deputy head teacher. At Riversdale we not only actively work against racial discrimination, but also against any discrimination on the basis of gender, sexual orientation, disability or religion. **Use of any racial or homophobic language or term of abuse is strictly forbidden.**

Confiscation

Following guidance set out by the Education and Inspections Act 2006, all our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate, seize and dispose of items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher, or someone who has lawful control of the child, can search a student with their permission to look for any item that the rules say must not be brought into the school. The Headteacher and other members of staff authorised by them have the power to search a student without the student’s consent if they suspect they are in possession of prohibited items. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers/lighters/matches
- fireworks
- pornographic images
- articles that have been or could be used to commit or cause offence i.e. an electronic device, considered harmful, or detrimental to discipline.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Electronic Devices

Where the member of staff conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury, distress or damage to property, they are authorised to examine any data or files on the device where there is good reason to do so. They may also delete data or files if they think there is good reason to do so, unless they are going to give the device to the police.

This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search or is reasonably suspected of being or being likely to be used to cause harm, commit an offence, disrupt teaching or break school rules; or use in any such manner to record an assault or cause distress to another, causing personal injury or damage to property.

CLASSROOM MANAGEMENT

Effective classroom management has an important beneficial effect on managing pupil behaviour.

Strategies include:

- **As part of teaching children their rights and responsibilities, at the beginning of the school year the teacher and class enter into a class agreement setting out their rights and related responsibilities which are then displayed prominently**
- Clear procedures for coming into class, what activities are expected etc
- Attention being paid to seating arrangements to minimise conflict between pupils
- A tidy, organised working environment with good access to materials
- Modelling by all staff of the standards of calmness, courtesy and respect for others expected of the pupils
- Effective use of teaching assistants to monitor and deal with incidents of poor behaviour to enable the teacher to deliver the lesson
- Clearly displayed school and class rules, pupil timetables and any other important information of which pupils should be aware
- Clearly explained expectations of pupils learning and behaviour at the beginning of sessions
- Appropriately planned and differentiated lessons
- **Setting up of a 'playtime incidents to be solved' board in the class, where pupils who have a problem to be solved which occurred during playtime can put their name down, and the teacher is expected to come back and deal with the incident at a time of her/his convenience. In this way children can start their learning straight away, in the knowledge that their situation will be dealt with, and the class is not disrupted.**

This is not intended to be an exhaustive list.

Preventative Strategies

Again, this is not an exhaustive list, merely an indication of strategies which staff have found useful in defusing challenging behaviour, without the need for applying the sanctions system.

These include:

- humour
- distraction
- approachability, in order that pupils will speak to a staff member before a problem arises
- consistency of approach and in response, attitude and expectations
- assertiveness
- celebration of success and achievement
- calmness, courtesy and well modulated voice
- non threatening body language
- opportunities for "time out" within the class in order to reflect on behaviour
- negotiation with pupil to offer, where possible, a "face saving" let out
- breaking down seemingly insurmountable problems into small manageable steps

- offering time with a key member of staff to enable pupils to reflect on their behaviour
- building good working relationships between staff and pupils – especially important is that between the teacher and the class– however, staff must avoid allowing pupils becoming over dependent on them as this may adversely affect their abilities as independent learners
- giving pupils time to restore their dignity after angry and emotional outbursts

Responses to behaviour:

- The emphasis is on positive reinforcement of good behaviour, but agreed sanctions will be used when necessary.
- All sanctions are fair and consistent
- All efforts will be made so that the children understand the consequences of their behaviour and the school's sanctions.

Staff should ensure that:

- All inappropriate behaviour is addressed
- Staff should deal with more minor problems within classroom discipline upholding the school's agreed 'Golden Rules'
- Children in their class, and around the school, should be reminded of their rights and responsibilities regularly
- Information concerning behaviour is accurate and all points of view are heard
- Head/Deputy is informed of behaviour causing concern.

SERIOUS ANTI SOCIAL BEHAVIOUR

Requiring the involvement of the Head or deputy will be dealt with in the following way:

- Child will be given opportunity to give their point of view
- All staff involved will meet and try to rectify the situation
- Persistent bad behaviour will be recorded and may be put in child's record file
- A progressive application of sanctions which may include:
 - Missing break/s
 - Letter home
 - Meeting with parents and child
 - Exclusion from lunchtime
 - various internal exclusions, including time outside the Head teacher's office or time in another class
 - Fixed term exclusions of one or more days
 - permanent exclusion.

Permanent exclusions will only be used in extreme cases where an exhaustive range of other strategies has first been tried. Such a sanction will only be applied with detailed evidence collected over time, unless the severity of the action dictates otherwise. Whenever a permanent exclusion is being considered the Head will ensure that:

- An appropriate investigation has been carried out
- Consider all the evidence available to support allegations, taking account of the school's behaviour, and equal opportunities policies, and where applicable, the equalities act of 2010
- Allow the pupil to give his/her version of events
- Check whether the incident may have been provoked, for example by bullying, or harassment
- Consult others if necessary, but not anyone who may later have a role in reviewing the head's decision (eg. A member of the governor's discipline committee).

If satisfied that, **on the balance of probabilities**, the pupil did what he/she is alleged to have done, the Head may exclude.

The school agrees to keep detailed records of behaviour, sanctions, strategies and communication with parents, of children whose behaviour has the potential to involve governors and/or outside agencies.

Positive Handling and Physical Intervention

Positive and protective handling techniques is rarely and exceptionally used at Riversdale Primary School but is a last resort when all other courses of action have failed; or in an extreme emergency circumstance when there has been no opportunity to employ agreed strategies. Staff members will always use the minimum degree of intrusion or intervention required.

Section 550A of the Education Act 1966 enables school staff to use such reasonable force to prevent a student from doing, or continuing to do, any of the following:

- preventing a student causing harm to themselves;
- preventing a student committing a criminal offence;
- preventing a student causing harm to another person this may include staff, adults, volunteers or members of public;
- preventing any behaviour which is prejudicial to the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

There is no definition of when it is reasonable to use force, other than to say force used should always be minimum to regain control and will be judged by the adult in charge at the time.

All staff at the school have the authority to use reasonable force if necessary. The use of reasonable force does not authorise the use of corporal punishment and this extends to any other adult whom the Headteacher has given the responsibility to be in charge or in control of the students. Staff remain responsible and accountable for their actions or inaction and must act within current legislation and guidance. Staff can also use this power when they are lawfully in charge of students off the school premises – e.g., on a school trip.

Different types of physical intervention may be employed depending on the situation to avoid an incident escalating ranging from de-escalation techniques to passive physical contact, active physical contact or restrictive holds. The student if restrained, will be restrained for the shortest possible time until calm or until the risk of harm has reduced significantly. Police will be called to take over if the student is unable to demonstrate self-control.

Following serious incidents involving the use of force, the school will speak to the parents concerned at the earliest opportunity to update them as to why the use of force was necessary.

Such serious incidents involving the use of force will also be recorded by the school and a risk assessment completed to assist with positive behaviour.

At Riversdale we have a specific policy on the use of restraint and physical intervention, which must be read in conjunction with this Positive Behaviour Policy.

Extremism and Radicalisation

Extremism is vocal or active opposition to fundamental British values, democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The school has a safeguarding duty to protect students from extremism and radicalisation.

All students are expected to uphold the school's values at all times, which uphold fundamental British values, and are shared by society, other nations and cultures. Students that undermine these values, by way of attempting to radicalise others or behaving in a manner that encourages extremist ideas will be held accountable by the school. The use of social media and the internet to recruit or encourage vulnerable students to act inappropriately or to join unlawful organisations may lead to a recommendation for permanent exclusion.

Conflict Resolution

Conflict between pupils (including incidents of bullying) should be managed by staff with a view to a negotiated resolution being reached. Staff should adopt the role of mediator and meet with and speak with the parties involved individually. Pupils should be asked to explain the facts calmly and clearly. Staff should record or report important details where further action is necessary. Pupils should be encouraged to meet to resolve the conflict with a staff mediator present.

APPENDIX 1

Procedures to be followed in the case of exclusion

- The decision to exclude is vested in the “head teacher” – in the case of Riversdale school this would include the Head teacher and Deputy Head teacher. In the absence of these from the school site, this authority is delegated to members of the School Management Team.
- Exclusion is either for a fixed term or permanent – exclusions cannot lawfully be made for an open ended period.
- Before a decision to exclude is taken, the head teacher must carry out an investigation of the facts surrounding the incident/s.
- All relevant facts will be considered and reported, the pupil will have an opportunity to give his/her version of events and any witnesses will be interviewed.
- As exclusion is the sanction of last resort, it is also appropriate to consider whether use could be made of an “internal” exclusion, or other alternative arrangements should be made to avoid the need for exclusion.
- In the event that exclusion is appropriate, the head teacher will inform the pupil’s parents/carers by telephone of the decision and confirm this in writing, together with providing parents/carers with details of their legal rights if they are dissatisfied with the decision.
- The chair of governors is informed, as is the LEA.
- When a pupil has completed a fixed term exclusion, the pupil and his/her parent/carer is required to attend a re-integration interview prior to his returning to classes. At this interview short-term targets will be set to help secure a successful reintegration.

It is impracticable to set out an exhaustive list of the type of incidents that would give rise to this sanction being exercised. Each incident will be considered on its own merits. In general, however, incidents likely to attract this sanction are those which:

- constitute serious breaches of the school’s positive behaviour management policy
- follow the implementation of a range of alternative strategies which have been tried without success
- where to allow the pupil to remain in school would seriously harm the education and welfare of the students or others in the school.

BEHAVIOUR PROCEDURES AGREED AUTUMN

- 'Happy/Sad' boards in each class so children can request teacher intervention to deal with a problem arising at break times, as the teacher's own time, thereby minimizing lesson disruption at the start of a lesson
- Sending children to HT for positive behaviour
- Sending children to HT when behaviour is seriously inappropriate, all children sent to Headteacher will be given a detention in the following playtime
- Loss of 'Golden Time' for poor behaviour. Teachers are to record those children who lose GT, and LM will collect record of these children at the end of the week to keep track of poor and improving behaviours
- Learning Mentor to keep a detention book daily, and before each playtime to go to each class teacher and record those children who are in detention. It is the LM responsibility to pass on this book to the teachers on duty so they can check the child/children did attend detention
- Children on detention are to sit quietly on a bench in the playground, visible from the staff room. They need to take their water bottles with them, and can go to the toilet if they ask the adult on duty, who then has responsibility to ensure they return to the bench quickly and without fuss.
- HT to keep a record of children sent to office for poor behaviour..
- In addition to Student of the Week certificates awarded on Fridays by the class teacher, for good behaviour, attitude or work, class members will vote on one child to receive the Class Conduct award each week. Children can nominate anyone in their class, but need to justify the nomination, and the rest of the class can vote if more than one nomination is made
- There is to be an End of Year prize for the child with the best behaviour in each class.