



St. Leonard's C.E. Primary School Behaviour Management Policy – Reviewed September 2016

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian ethos and core values of Love, Respect and Responsibility.

Rationale

We expect and encourage a caring and responsible attitude towards peers and all adults. We aim to foster self-discipline and consideration for others in an environment where positive behaviour is encouraged.

As staff we aim to acknowledge and praise examples of respect, caring, good manners and consideration, and act as role models. This is put into practice daily through real-life experiences, and is highlighted through PSHCE lessons, moralistic stories and collective worship.

Individual classes agree their ground rules at the beginning of the year, and these are displayed clearly in each class. There are also agreed rules for behaviour at lunchtime (see Appendix A). Rules are seen as necessary to ensure the rights of everyone, and are linked to responsibilities. Children are encouraged to develop self-discipline and control. Certificates and class rewards are used to recognise and reward examples of good behaviour. Circle time, etc. is used to encourage and develop positive self-esteem which promotes good behaviour.

When unacceptable behaviour occurs, the aim of the school is to act swiftly and fairly to restore a calm atmosphere. Examples of unacceptable behaviour may include swearing, fighting, name-calling, racist remarks (see Appendix C, Race Equality Policy) unkind teasing, leaving school premises without authorisation, bullying (see Appendix B), spitting, rudeness, theft, vandalism, refusal to follow requests of an adult, etc. Any behaviour that disrupts the learning of other children will be included in this. **Staff will use the steps to support behaviour management (See Appendix G)** Although each case and the circumstances will be considered individually, each will be dealt with consistently and fairly. Responses will be appropriate to the age and level of understanding of the pupil.

In very exceptional cases, for example in the event of an actual or threatened fight in which someone may be injured, a member of staff may intervene to restrain a pupil. (See "Handling Policy", Appendix E). These occasions are extremely rare, and if this occurs the child will normally be excluded.

Usual procedure for dealing with inappropriate poor behaviour.

1. The behaviour is discussed between the child and an appropriate member of staff, usually on a one-to-one basis as soon as possible after the incident (this may be at the end of a lesson in order to avoid disturbing the class). This procedure should be carried out with minimal fuss or disturbance to school routine. The child will be encouraged to reflect on the school rules and

think about why their behaviour was considered unacceptable. A note will be made in the classteacher's behaviour file.

If the poor behaviour continues or is repeated

2. Behaviour is investigated further with child and any other adults involved with the child, often including parents at this stage. Explanations as to why the behaviour is unacceptable is reiterated. The child will sometimes be given "time out" to think about the consequences of his/her actions, and what he/she can do to prevent a recurrence of the behaviour. If a child can do anything to make amends for their behaviour (e.g. an apology letter) they will be requested to do this. Again this will be recorded in the classteacher's behaviour file. **Specific targets to improve their behaviour may be considered and these will take the form of a SEND pupil profile.**

If the poor behaviour pattern persists

- 3 A member of the Senior Management Team or the Headteacher **will become involved** and a record made in the school behaviour book which is kept in the office. At this stage parents are involved. If behaviour is considered serious enough, punishment or sanctions may be applied. Children may lose out on privileges, or be asked to write letters of apology. Home/school diaries may be kept, monitoring strategies put into place and review meetings arranged. Throughout this, praise for good behaviour will be encouraged. An Individual Behaviour Plan will normally be started at this stage.

If agreed strategies appear to be ineffective and no improvement is in evidence.

- 4 Outside agencies and more specialist support (either from those employed with the LA, medical professionals or those based at the Banbury Hub) may be contacted and new strategies put into place. Documentation may be continued on a **SEND pupil profile form.**

If no improvement is made, in very extreme (and rare) cases.

- 5 Letters are sent home warning of possible or actual exclusion and the chair of governors is informed. At this stage, children would normally have an Individual Behaviour Plan implemented.
- 6 Final letter sent home informing parents of fixed-term or **permanent** exclusion. Parents have the right to appeal to the chair of governors.

Physical or verbal abuse of staff may lead straight to permanent exclusion.

Throughout this process a caring, understanding, firm and individual approach will be taken. At all times, teachers and supervisors must be seen fair. The reasons for rules will be discussed regularly through classroom discussions and assemblies, and children encouraged to contribute to these.

Reviewed at ratified at Full Governors Meeting on _____

Signed by Chair of Governors _____

St. Leonard's Behaviour Management Policy – Lunchtime Expectations

Children staying in school for lunch are expected to behave well and respect the authority of the lunchtime supervisors. If children disobey the lunchtime supervisors, they will be asked to attend lunchtime detention **which is staffed by members of the Senior Leadership Team.**

Children will have the opportunity to discuss their behaviour and given time to think about how their behaviour affected others. A record of the child's name and behaviour will be kept in the detention book. Parents will be informed of the detention by a letter home. If a child has three lunchtime detentions within a half term, parents will be informed and a final warning given that if they should have another detention within the half term the child will have to have their lunch at home for a period of a week. (See Appendix F).

The following rules have been written for the safety and enjoyment of all that stay, and are published below and in the school hall.

- Do what a supervisor asks you to do the first time you are asked.
- Remain seated for dinner, putting your hand up if you need something.
- Talk quietly to people on your table only.
- Remember your manners, especially saying please and thank you and use your cutlery sensibly.
- Line up sensibly and patiently, waiting your turn.
- Enter and leave the building by walking.
- Remain outside during the lunch hour unless supervised inside.

St. Leonard's C.E. Primary School

Anti-Bullying Policy

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn and play in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and we are determined to reduce incidents to a minimum. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

St Leonard's agreed definition of the term 'Bullying' is:

Bullying is an unacceptable behaviour, which results in someone feeling unhappy. This can be physical and/or emotional and includes hitting, teasing, intimidation, ostracising, damaging a person's property, as well as cyber, racial, sexual and disability harassment, including use of homophobic language. Bullying is an intentional, deliberate and repetitive use of power.

Hence a bully is someone who

- Hurts someone or their feelings on purpose
- Excludes or isolates another individual
- May damage or ruin personal property
- May force someone to do something against their will

Prevention of Bullying

We prevent bullying by making children aware of how to recognise bullying and how to STOP it.

Bullying is:	S everal	S o we:	S tart
	T imes		T elling
	O n		O ther
	P urpose		P eople

Wherever possible and when appropriate, we will develop pupils' awareness of issues relating to bullying through the curriculum, especially circle time, PHSCE and drama. Assemblies will be used to reinforce the fact that bullying will not be tolerated.

Complaints of bullying will be treated seriously and no complaint of bullying will be regarded as 'telling tales'. All members of the school community will be informed what to do and who to go to should they observe incidents of bullying or have it reported to them. Adults can be bullies and so the school community will endeavour to be good role models for pupils.

Investigation and management of incidents

All pupils have the right to feel safe and secure. They need to feel free from any threat of bullying and to know where to go and to whom to speak if bullying occurs.

In society there will be one-off incidents of unpleasant behaviour such as name calling, teasing, aggressiveness, etc. These will always be dealt with firmly and appropriately by the adult in charge, and the perpetrator will be encouraged to understand the consequences of his/ her actions. The class teacher will discuss the appropriateness of the behaviour with the child and record the incident. Punishments and /or sanctions may be applied if the warnings are not heeded .These incidences on their own, do not necessarily constitute bullying, and will be managed through the school's Behaviour Management Policy.

However, in the rare cases where such behaviour persists and is deliberate and hurtful, then this will be promptly brought to the attention of the Head Teacher and dealt with appropriately. Parents of both the bully and the victim will usually be informed at this stage, and in most cases, asked to come into school to discuss the child's behaviour, and the action to be taken. Written records will be kept to monitor a child's improvement in behaviour in school and, in extreme cases, the right to suspend or exclude a child from school may be upheld in order to safeguard others.

Children with SEND can be more vulnerable to bullying and staff should be aware of potential issues, especially if the child has communication barriers.

Guidelines for parents are available.

This policy will be reviewed and monitored on a regular basis.

Neil Blackwell

15 September 2016

Anti-Racism Action Plan

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racial harassment which includes racist name calling, racist caricature based on prejudice, the stirring of racial hatred and the drawing or writing of racist materials.

Children are encouraged to be aware of what racism means through PSCHE lessons and assemblies and are encouraged to report incidents where there is suspicion of racism.

Should a racist incident occur, we will act immediately to prevent any repetition of the incident as follows:

- In the first instance, a teacher will usually deal with an incidence of racism, explaining why it is wrong/offensive/inappropriate etc. If it is a repeated offence, the head or deputy head teacher will deal with the matter. A record is normally made of the incident.
- If the incident happens at lunchtime the children involved will be kept apart from each other, usually in the detention room, the allegation logged, and a report made. A letter explaining the reason for a detention is completed and sent to the parents.
- Repeated incidents will be reported in the behaviour book initially, and if still continued, then the details will be recorded on the LA form.
- All persons concerned with the incident will be interviewed.
- No excuse will be accepted for a racist action whatever provocation.
- If the case is found proven against a child, the child will be warned as to future conduct, will be punished in an appropriate manner and the incident logged.
- A second incident will result in the parents of the offending child being informed, and a record being kept.
- A third incident will result in an exclusion, (internal or external) dependent upon the circumstances.

Also see our “Equality and Diversity” Policy and Plan.

Behaviour Management Policy – Leaving School Premises

At no time will a child be allowed to leave the school premises without authority from a member of the teaching staff, for obvious reasons of safety. If a child chooses to disobey this rule then this will be considered very serious. The headteacher will be informed and after checking that the child has left, attempts will be made to contact the parents. Failing this, the police will be contacted. Responsibility cannot be taken for children if they have left the premises unsupervised. Incidents such as these will be dealt with severely and in most cases the parents will be called and the child will be suspended.

Behaviour Management Policy – Handling

Occasionally it may be necessary to use reasonable force if a child is posing a risk to themselves or others. The school follows the non-statutory advice Use of Reasonable Force published by the Department for Education in July 2013.

This states that:

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend upon the individual circumstances.”

Schools can use reasonable force to:

- Remove disruptive children 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

These occasions are likely to be extremely rare, but may include situations in which pupils are fighting, a pupil absconds from class, a pupil is running in a corridor or stairway, or where a pupil is seriously disrupting a lesson or persistently refusing to obey an instruction to leave a classroom.

School cannot use force as a punishment – it is always unlawful to use force as a punishment

It is our policy to use de-escalation strategies wherever possible and to carefully assess the need for use of restraint or reasonable force. Before intervening physically an adult will, wherever practicable, tell the pupil who is misbehaving to stop. A calm, measured approach will be used. Any other children who are at risk will be removed, and assistance will be summoned from a colleague or colleagues. All attempts will be made to diffuse the situation both non-verbally and verbally. If required, **the minimum amount of force will be used for the minimum amount of time.**

We ensure that staff who may need to control or restrain children have the necessary Team Teach training needed to act safely. Staff will be fully supported by the school when they intervene with the intention of preventing a situation from getting worse and protecting other children.

Any child who is liable to need physical intervention will have an individual handling protocol agreed with their parents. All incidents of use of reasonable force are recorded in a bound and numbered book and parents contacted to discuss the situation.

LUNCHTIME DETENTION

Dear Parents,

We are writing to remind parents of our school policy concerning behaviour at lunchtimes. The majority of our children are extremely well behaved at lunchtimes and playtimes, but we do have sanctions for children who are exhibiting anti-social behaviour. These include:

- Fighting
- Vandalism
- Refusing to carry out instructions from supervisors
- Being rude and or/answering back
- Swearing
- Spitting
- Racist comments
- Persistent teasing, name calling, and bullying
- Being found indoors without permission
- Poor behaviour whilst eating

Usually, in the first instant for minor misdemeanours, a warning will be given. If the behaviour continues and for more serious offences, children will be sent to the lunchtime detention room which is supervised by a member of the senior management team. The child's name will be recorded in the Lunchtime Behaviour Book, with the reason for the detention. Most children will be given one or two days detention, depending on the seriousness of the offence. A letter will be posted home informing parents.

If a child's name is recorded more than three times in a term then Parents will be invited into school and should a further insistence occur then a child will be excluded from school at lunchtimes.

We appreciate that the vast majority of our pupils are always well behaved and we regularly receive praise from members of the public when we take our children out of school. This is due to the high standards of expectations from parents and staff. It is important that we continue to work together to maintain this.

Yours sincerely,

Neil Blackwell
Head Teacher

Sarah Moon
Deputy Head Teacher

Jill Cheeseman
Chair of Governors

Steps to support staff in Behaviour Management

1. For low level disturbance in the classroom, (chatting, poking, name calling, pushing etc) a swift reminder that the behaviour is not acceptable for learning, If the behaviour persists then issue a warning with a consequence – “If you shout out again you will miss 5 minutes of your playtime etc..”
2. If the behaviour continues then send the child, with a TA, for some time out to consider their behaviour in a TLR classroom, if possible with some work.
3. If the behaviour does not improve after step one or two or is persistent during a number of sessions. Involve the Deputy Head Teacher – Parents may be involved at this stage.
4. If the behaviour continues then Head Teacher will be involved and parents involved. Sanctions may include internal exclusion or in serious cases fixed term or permanent exclusion.

If behaviour is of a more serious nature – such as bullying, fighting, racism etc then member of SLT should be informed and depending on severity step 2, 3 or 4 should occur.