

Marlborough Primary Academy

Behaviour Policy



Spring 2020

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1. INTRODUCTION

The Behaviour policy operates in conjunction with the following policies:

- *Anti-bullying
- * Exclusion
- * Special Educational Needs & Disabilities (SEND)
- *Equal Opportunities
- *Attendance
- *Allegations against staff
- *Child Protection

At Marlborough Primary Academy we are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. A well thought out approach contributes directly to both the social and learning aspects of our school:

- To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.
- To praise and reward positive attitudes to behaviour and work.
- To maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone has a shared understanding of what is acceptable and unacceptable behaviour, within our agreed school rules. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying
- Promoting British Values

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

2. Marlborough Primary Academy Principles of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to and rewarding good behaviour and mutual respect
- The whole school approach to discipline has a clearly defined code of conduct.
- A corporate approach with due regard for individual circumstances
- All adults will set excellent examples to the children in all their work.
- Every child will be given a sense of personal responsibility for their own choices.
- Effective communication systems will support pupils' behaviour.
- We will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support systems will be effective for addressing emerging problems.
- Offensive/aggressive language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.

Within these principles it is recognised that:

- The quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils and therefore promote self-esteem and confidence, leading to order and self-discipline

- External influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding
- It is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. It is important that children accept responsibility for their own actions through clearly defined school rules, understood by all
- It is essential that a child knows that it is the behaviour that is unacceptable, not the child themselves.
- Discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school.

3. THE ROLE OF THE HEAD TEACHER

It is the role of the Head teacher, under the School Standards and Framework Act 1998, to implement the school's behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher has access to records of all reported incidents of misbehaviour in the class behaviour book. Serious incidents of behaviour may require the completion of an incident report form by all witnesses. This will be deemed necessary if the child has been sent to the head/deputy heads office on the behaviour escalation scale.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified. (See Exclusion Policy.)

The head teacher will publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

4. THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for)
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.
- The management of allegations against school staff.

The governing body will in consultation with the Head teacher consider what the school's response will be to misbehaviour: When a child is in some other way identifiable as a pupil at the school such as: taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform. 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.

5. THE ROLE OF SCHOOL STAFF

The adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher treats each child fairly and enforces policy consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the behaviour book.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. Teachers can confiscate pupils' property.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction and protects them from liability for damage to, or loss of, any confiscated items. Confiscated items will only be released to a child's parent or carer or alternatively reported to the police dependant on the nature of the item.

Power to search without consent for “prohibited items” including: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; 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.

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

All non-teaching staff treat each child fairly and enforces the policy consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher or record in the behaviour folder/incident report form, when they deal with an incident first-hand.

6. PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. Appendix 1 Home-School Agreement.
- By encouraging their children to show respect and supporting the schools authority to discipline children.
- By ensuring that pupils show a proper regard for other people’s property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities
- Develop good communication between parents and school.

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

7. PUPIL RESPONSIBILITY

- To co-operate with and respond to the schools' policy
- To take responsibility for their own choices actions
- To show respect for people and property
- To be polite, considerate and caring
- To demonstrate appropriate levels of concentration and self-discipline

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

8. IMPLEMENTATION OF THE POLICY We aim to reward positive behaviour rather than emphasise negative attitudes.

Through praise and encouragement we aim to: Emphasise positive qualities of respect; tolerance; co-operation; empathy; good manners; kindness; consideration and patience. Encourage children to exercise self-discipline and develop the ability to consistently apply the school's rules:

In our school we will know that we respect ourselves and each other if we:

- always try our best
- behave safely and thoughtfully
- look after our environment and resources
- listen to each other

- are helpful, friendly, kind and polite.

The baseline for behaviour management is classroom management, with age-appropriate reward and sanction strategies, to implement the school's rules.

REWARDS

Universal rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- House points, certificates for academic and non-academic achievement
- Stickers/Dojos and smiles, Head teacher award on work or as a sticker
- Placing value on achievements e.g. work shown to another class, name in newsletter
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model
- Golden time minutes

Praise Awards.

These awards are celebrated in assembly every Friday:

- Class award: one pupil per class nominated by their peers
- Achiever of the week: one pupil per class nominated by the adults for achievement linked to Building Learning Power /Visible Learning/Growth Mindset
- Adult award: nominated by each class for the adults that work with them
- House team (see below)
- Attendance: awarded to classes by the Head teacher for 100% or excellent attendance for that week (during Monday Assembly)

Other certificates are also celebrated in assembly such as sport competition awards and individual achievements

House System

The House system operates consistently throughout the school:

- Classes are divided into 3 houses – families, mixed ability and behaviour.
- Weekly house points will be displayed in classes
- Children will be awarded house points for academic and for non-academic achievement. When merit points or tokens have been awarded they should not be taken away.

- When awarded, children may add their own house point tokens, under supervision to their house pot. Year 6 House Captains will total up the points on a weekly basis.
- At the end of each week the winning House will be read out in the weekly Celebration Assembly.

SANCTIONS

Universal sanctions can include:

- Teacher's facial expression
- reminder of expectations
- discussion with an adult
- explanation of consequences of actions
- change of position in the classroom
- reduction of golden time minutes.

We hope that the children choose the right appropriate behaviour. However, if they choose the wrong behaviour then they must accept the consequences. Poor behaviour interrupts teaching and learning which is not acceptable. The following sequence is followed when children behave poorly:

All children will be treated fairly, however children are individuals who have a range of needs and are at different developmental stages, which need to be taken into consideration when deciding how best to sanction poor choices of behaviour.

Warning = behaviour is interfering with teaching and learning

Name on the 'Sad' side on the board = unacceptable behaviour continues

A cross by their name = poor behaviour is still continuing - miss 5 minutes playtime/move to a different place in the room

A 2nd cross = Miss 10 minutes playtime/sit outside class for 15 minutes monitored by Teacher/TA

A 3rd cross = Go to another class, for the rest of the session. The class that the child is sent to needs to be chosen on the day, dependent on a range factors, such as the class is with their regular class teacher etc. Miss 15 minutes of lunchtime/next playtime. The child would then return to their class with a chance to choose the right behaviour. Individual class teachers may choose to speak to parents/send a letter home, at the end of the school day about the behaviour to work at ways to improve this in future.

A 4th cross = If the behaviour remained poor or there was another incident of poor behaviour - sent to Head teacher or Deputy. Parents informed through letter home inviting them in to discuss behaviour.

Some serious anti-social behaviour, such as physical violence and swearing/shouting at adults, will result in the child moving to 3 or 4 crosses and them being removed from the class. Incidents are recorded on CPOMS (Child Protection Online Management System) and tagged with the Behaviour category .

When these universal sanctions alone are not supporting the correction of a pupil's behaviour, the level of monitoring and addressing misbehaviour increases through the levels of provision. Those children who regularly get 3 or 4 crosses will be offered the opportunity to work with one of the key workers (dependent on waiting lists): learning mentor, drama or art therapist or the school counsellor, once parental consent had been given, to decide on ways the child can choose the right behaviour.

All exclusions are recorded by the Headteacher and Deputy within the behaviour folder and electronically and reported to LA.

For the vast majority of pupils, intervention will not escalate beyond Level One. In some cases, the monitoring of displays of behaviour will initiate Level Two.

Behaviour that causes concern at Level Two and above is: Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying); Aggression towards pupils and adults; Swearing ; Deliberately physically hurting another person; Threats; Offensive remarks; Stealing; Lying; Vandalism

Levels of Behaviour Management

UNIVERSAL.

Classroom management, with age-appropriate reward and sanction strategies, to implement the school's rules.

Continuous positive behaviour in line with the school's rules and with good choices from pupils, is rewarded weekly with Dojo awards and class sticker charts in EYFS & Year 1.

Level 1. Intervention. WHY? Universal strategies have not been successful. Misbehaviour within the school's rules is observed regularly or persistently.

Occasions of misbehaviour are recorded and monitored with dates and communication to parents by the class teacher and headteacher. Monitoring is reviewed at timely intervals. Monitoring may result in: further monitoring; referral to Pastoral Team (ELSA; PSA; Learning Mentor/Therapist) or escalation to Level 2.

Level 2 - Cause for concern. WHY? Level One misbehaviour has escalated/not improved. A serious breach of the school's rules has occurred. Individual Behaviour Support Plan. WHY? A pupil is identified on the school's SEND register with social, emotional or mental health needs. It has been recognised that their specific needs can display behaviours at Level Two. A record of these behaviours/strategies used is completed. Parents/carers are informed at every stage.

Level 3. Fixed Term Exclusion. WHY? The behaviour of a pupil is unsafe/detrimental to themselves or others within school. At Level Three this will be a fixed term exclusion from school for a half day or a number of full days. Fixed term exclusions can only be applied by the Head Teacher or the Deputy in their absence. All exclusions must be recorded in writing to the parent/carers and registered as E on the official register. A plan for return to school must be shared with the pupil and family. Off-site lunchtime exclusions will be discussed with the Head teacher before they are recorded as a half day exclusion. From day 6 of exclusion, a pupil is entitled to alternative full-time education. The maximum number of fixed term exclusions in an academic year is 45 days.

Level 4. Managed transfer. WHY? A pupil is at risk of permanent exclusion. A strategy for an alternative placement will be sought if appropriate.

Level 5. Permanent exclusion. Only the Head teacher can permanently exclude a pupil, with agreement from the Governing Body. See the Exclusion Policy.

9. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

The principles of the school's behaviour policy extend beyond the school building. A teacher may address a pupil for: any misbehaviour when the child is identifiable as a pupil at the school in any way e.g. taking part in any school-organised or school-related activity, travelling to or from school or wearing school uniform; misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school; pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

10. DETENTION

A pupil may be asked to give some of their play time in order to complete learning missed as a result of their misbehaviour or as a sanction if the unacceptable behaviour occurs at play/lunchtime. Marlborough Primary Academy does not use detention including detention outside of school hours as a sanction.

11. THE USE OF POSITIVE HANDLING

The Headteacher should consider whether members of staff require any additional training to enable them to routinely carry out their responsibilities and should consider the needs of the pupils when doing so.

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what defines a 'serious incident', teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the effect on the pupil or member of staff and on other children
- the child's age.

12. ALLEGATIONS AGAINST STAFF

Allegations of misconduct or abuse will be taken seriously, and the school will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Any such allegation will be reported to the LADO for investigation.

13. REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle.

Policy agreed on: Summer 2017

Policy Reviewed – Spring 2020

Appendix 1 – Home School Agreement



Our Home School Agreement

We wish to create a culture of learning, where children are happy, enthusiastic, motivated and ambitious. We encourage mutual respect, support and collaboration between adults and children, both within the school and the wider community.

We believe that it is important to provide a secure, caring and stimulating environment for all our children, thereby promoting a sense of pride in our school. This can be done when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in our home/school agreement.

SCHOOL

The School will:

- Respect children as individuals – their rights, values and beliefs
- Expect high standards of behaviour through the upholding of school rules, encouraging good relationships and fostering a sense of responsibility
- Strive to promote each child's health, safety and happiness
- Provide a broad and balanced curriculum and endeavour to meet the needs of individual children

- Encourage each child to do their best at all times and achieve their full potential
- Encourage children to take care of their surroundings
- Let parents know about any concerns or problems that affect their child's work, behaviour, attendance and punctuality
- Arrange parents' meetings and open evenings during which their child's progress will be discussed
- Keep parents informed about school matters

CHILD

I will try to:

- Treat others as I would like to be treated
- Remember Marlborough's rules
- Attend school regularly and on time
- Accept responsibility for the things I do
- Do all my class work and homework as well as I can and ask for help if I need it
- Remember to bring the things I need to school
- Be polite, helpful and considerate to others
- Remember that I represent my school both inside and outside of it
- Keep the school tidy and take care of school property

PARENTS/CARERS

As a parent/carer, I/we will try to:

- Ensure my child attends school regularly and arrives punctually
- Provide an explanation if my child is absent
- Avoid taking holidays in term-time

- Keep school informed of where to contact us in an emergency
- Make sure my child comes to school wearing suitable clothing in line with the school's code of dress and that PE/Games kit is brought into school each week
- Attend meetings to discuss my child's progress
- Make the school aware of any concerns or problems that might affect my child's work or behaviour
- Support the school's policies and guidelines
- Help in fostering good behaviour and discipline, including the upholding of school rules
- Support and encourage my child in homework and other opportunities for home learning

Signed by:

Headteacher:

Parent:

Child:

Appendix 2 – Parents Letter Home

Marlborough Primary Academy

01752 567681

Date:

Dear Parent

Unfortunately, I am writing to inform you that your child has chosen the wrong way to behave at school today. We ensure that all children are made aware that they have a choice of how they behave and if they choose to continue their poor behaviour, there are consequences. The consequence for such behaviour is that they miss the following break/lunch time.

The reason your child has been warned about their behaviour is they have

.....
.....

We will be keeping a record of incidents and will invite you into discuss your child's behaviour should further incidents occur. If you would like to discuss the matter further, please call the school office for further information.

Yours sincerely,

Miss Rachel Summers

Headteacher

.....

Please can you sign and return this attachment to the school office.

Child's Name.....

Parent Name (Printed).....

Parent Signature

Date:.....

Appendix 3 – Individual Behavioural Plan

Marlborough Primary Academy

Individual Behavioural Plan

		Risk assessment completed by: Rachel Summers	
Name of child:	DofB:	Year:	
Identification of Risk			
<p>Describe the foreseeable risks:</p> <p>Physical assault against pupil or adult:</p> <p style="text-align: center;">Includes:</p> <p style="text-align: center;">Fighting</p> <p style="text-align: center;">Violent behaviour</p> <p style="text-align: center;">Wounding</p> <p style="text-align: center;">Obstruction and jostling</p> <p>Verbal abuse/threatening behaviour against pupil or adult:</p> <p style="text-align: center;">Includes:</p> <p style="text-align: center;">Threatened violence</p> <p style="text-align: center;">Aggressive behaviour</p> <p style="text-align: center;">Swearing</p> <p style="text-align: center;">Verbal intimidation</p>			
Is the risk:	potential	occurring	
Assessment of risk			
In which situations/locations does the risk usually occur?			

How likely is it that the risk will occur? (unlikely, possible, probable, likely)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes? (severe, substantial, minor, minimal)	
Risk Reduction Options	
What actions are being taken to minimise the level of risk? (Consider changes to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area etc.)	
Any immediate actions to be taken, by whom and by when?	
Signed:	Role:
Date:	Copy to:

Appendix 4 – Internal seclusion guidelines

Internal Seclusion Guidelines Sending teacher: Child to be taken to seclusion classroom by a TA.

Tasks to be prepared for the child that will not require assistance from an adult e.g. writing out spellings, putting spellings into sentences, times tables practise, reading, fact finding in text books.

Resources for the child sent with them.

Receiving teacher: Provide a secluded work space away from other children. Limit interactions with the child. Discourage children in the class from interacting with the child. Child to be secluded from class mates at break time and lunchtime by sitting outside staff room at break time and attending nurture club at lunchtime. Food to be eaten in the Learning Hub. Child to be escorted back to class at the end of the seclusion by a TA.

LEARNING MATCHED TO NEEDS / PROMOTING SELF ESTEEM.

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

STRATEGIES

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Give reasoned explanations for the school's rules and resulting sanctions
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use a common reward system throughout school with merit points and tokens awarded for academic and non-academic achievement and effort.
- Praise individuals, groups, classes or departments as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the school's rules are included in parental information booklets. ☐ Utilise present communication systems in school.

- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Pastoral Team.

CLASSROOM MANAGEMENT AND PROCEDURES

To promote good discipline within the classroom aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- Ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models)
- Positive Questioning e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it
- Positive Choices If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- Assertive discipline
- Compliance Training i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.

- Code of Conduct/Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- Time Out i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more

appropriate patterns of behaviour. Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

SANCTIONING POOR BEHAVIOUR

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil. To be lawful, the sanction (including detentions) must satisfy the following three conditions: 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher; 2) The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be reasonable. In determining whether a sanction is reasonable, Section 91

of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip. Corporal punishment is illegal in all circumstances. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the

Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

What is reasonable force?

- 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.
- 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 student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, 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. □ 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?
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- 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 on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. 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. Schools cannot:
- use force as a sanction – it is always unlawful to use force as a sanction.

Communicating the school's approach to the use of positive handling

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to handle a child if deemed necessary.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.