



Behaviour Policy 2016/17

Normanton Junior Academy

Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Strategies for dealing with challenging behaviour

Teachers follow the behaviour system outlined in *Appendix 3* to encourage positive behaviour, focusing on rewarding positive behaviour whilst also addressing negative behaviour.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is the second request for compliance;

- an explanation of why observed behaviour is unacceptable;
- an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from other staff.
- Physical intervention. Reasonable force being used in line with legislation and guidance.

Duty of Care

All staff working within the school have a 'Duty of Care' to the children and young people and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety. Staff who have a Duty of Care have lawful justification for taking reasonable physical steps to prevent injury or damage. Failure to do this, either by taking no action or by using unreasonable force, could leave them in neglect of their Duty of Care.

The Children's Act

Staff will always follow the principles enshrined in the above act whereby the safety and wellbeing of the children is paramount. Staff will act in accordance with the 'best interests principle', acting honestly and in good faith to protect what they perceive to be the best interests of the child/children.

A member of the staff of a school may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- committing an offence
- injuring themselves or others, or causing damage to property
- compromising the good order or discipline of the school.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:

- when a pupil attacks a member of staff;
- when a pupil attacks another pupil;
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by
- misuse of dangerous materials or objects (for example, in a PE or technology lesson)
- when a pupil at risk absconds from class or tries to leave the school;
- when a pupil persistently refuses to obey an order to leave a classroom;
- when a pupil is seriously disrupting a lesson.

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, governors, parents and pupils and that clear contingencies are known to all.

The Application of Force

When circumstances justify, staff **AS A LAST RESORT**, may:

- physically interpose between pupils;
- block a pupil's path;
- hold a pupil in a controlled manner;
- use escorting techniques in a controlled manner;
- in extreme circumstances, use more restrictive holds.

If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of DFE recommendations as set out in the DFE guidance document, and not hold pupils in such a way that they may be injured or prevented from breathing. Pupils must not be slapped, kicked or punched, have limbs twisted, be pulled by the ears or tripped.

Staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations. Duty of Care expects staff to take responsible action; failure to do so, in certain circumstances could be construed as neglect.

Reasonable Force

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

THE USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE.

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Definitions of Intervention

- Physical intervention - the use of any physical handling technique that has the child or young person's compliance. (e.g. prompting, herding)
- Restrictive physical intervention (Restraint) - the positive application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement. (i.e. the child or young person is no longer compliant)

It is a legal requirement that all incidents of restrictive physical intervention be recorded, monitored and evaluated.

Responsibility of Staff

The Act authorises all staff at the school to use reasonable force to control or restrain pupils.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Where a pupil is recognised as likely to behave in ways which may require physical restraint then a Risk Assessment will be completed and an individual Positive Handling Plan (PHP) will be prepared on the action to be taken when it becomes necessary. This plan will be drawn up in conjunction with the SEN co-ordinator and shared with all pertinent staff at the school. The plan will also be made available and discussed with parents/guardians.

The force used must be appropriate in the sense that a "reasonable adult" should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain.

Adults must avoid putting themselves into physical danger. If self-defence is necessary then the minimum force must be used.

It is essential to 'debrief' as soon as possible after the incident (child/young person and staff member(s) involved) and to follow Union guidelines regarding a 'cooling-off' period for pupils and staff involved.

Staff from the LA or external agencies working within the school

Any LA Support Services or external agencies will have their own policies for care and control of pupils. When working within school it is the Headteacher's responsibility to ensure that colleagues from any support service are aware of school policy and practice.

Action after an incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- review of Behaviour Programme;
- Child Protection Procedure (this may involve investigations by Police and/or Social Services);
- staff or Pupil Disciplinary Procedure;
- Exclusions Procedure in the case of violence or assault against a member of staff

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Recording and Reporting of Incidents

If a restrictive physical intervention is used on a pupil the Headteacher must be notified at once. The name of the pupil will then be recorded in the bound and numbered book, along with the time, circumstances, witnesses, details of any injury sustained and the pupil's responses. Wherever possible, the parents will be notified before the pupil gets home and be given the opportunity to discuss the incident.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

Complaints

In the event of a complaint, the normal procedures of the school will be used. It is possible that a dispute over the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and Social Services. DFE Circular 10/95: Protecting Children From Abuse gives specific guidelines about this and about procedures for dealing with allegations against teachers.

Training Issues

It will be the responsibility of the Headteacher to arrange suitable training. Training for all staff will be made available. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. All responsible adults will be made aware as part of their professional development, of the response that is expected in the school in relation to behaviour of pupils. Copies of this policy will be issued to all "responsible adults".

November 2016

ANTI-BULLYING

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

1. Aims of the Policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

2. Statutory Duty of Schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures among pupils and to bring these procedures to the attention of staff, parents and pupils.

3. What is bullying?

Bullying is behaviour which:

- Deliberately makes another person feel uncomfortable, distressed or threatened
- Is repeated over time
- Makes those being bullied feel powerless to defend themselves
- Can include racist, sexist or homophobic behaviour.

Bullying may take many forms, such as:

- Physical: for example, hitting, pushing, kicking
- Name-calling and verbal abuse: face-to-face, in writing, by phone, on-line, or by text message
- Making racist, sexist or gender-based comments, jokes or graffiti
- Making threats
- Taunting or mocking
- Spreading rumours
- Making jokes to make someone look 'small'
- Shutting out a person
- Ganging up on someone
- Refusing to cooperate with someone
- Hiding equipment or other possessions
- Demanding money

Signs of bullying in children for parents, carers and teachers

Someone who is being bullied may:

- Be frightened of walking to or from school

- Insist on being driven to school
- Change the route to school
- Be unwilling to go to school
- Regularly have books or clothes damaged
- Begin doing badly in schoolwork
- Have unexplained bruises, scratches, cuts
- Become withdrawn or start stammering
- Have noticeable and prolonged changes in mood
- Become distressed
- Become bad-tempered
- Refuse to say what is wrong
- Lose appetite, or start overeating
- Cry himself/herself to sleep or have nightmares
- Attempt or threaten to harm him/herself

4. How we work to combat bullying

Curriculum Planning

- 4.1 Through the curriculum (especially in spiritual, moral, social and cultural development) and assemblies we will promote the values of co-operative behaviour. This will be through direct teaching but also through appropriate use of group work.
- 4.2 A high emphasis is placed on assembly messages, work in the curriculum work together with visits from the community police discussing bullying at the School. We also make use of the Crucial Crew visit opportunities for older pupils.
- 4.3 We will encourage pupils through the School Council to monitor and combat the extent of bullying at the School and to be involved in discussion and formulation of further anti-bullying work.
- 4.4 We will teach children to challenge bullying behaviour right from their first experiences at school e.g.:

"I don't like you doing that. I want you to stop it."

- 4.5 We will emphasise the need for bystanders to take an active stand against bullying e.g.:
 - Making sure people are not left out of games
 - Not smiling or laughing at bullying incidents
 - Telling a member of staff about what is happening
 - Encouraging the bullied pupil to join in with their activities/games
 - Telling the bully to stop what s/he is doing
 - Showing the bully that they disapprove of his/her actions

Presenting a firm stand against bullying is thus a responsibility of every member of the school - staff and pupils.

- 4.6 It is vital that staff are approachable and consider all reports of bullying carefully.
- 4.7 Our code of behaviour is shared with all staff involved in teaching or supervising children. Both teaching staff and supervisory staff need to support each other's authority at lunchtime and daily verbal feedback between the lunchtime and teaching staff is necessary to monitor the quality of playtime activity.
- 4.8 In the case of cyber bullying, the school reserves the right to impose sanctions for actions by pupils that take place outside school hours and that detrimentally affect the well-being of pupils or staff.

5 Action for teachers dealing with incidents of bullying

5.1 We may suspect or find out about cases of bullying from a variety of sources:

- Seeing an incident ourselves
- Other adult or children's eye witness accounts
- Complaints, comments from parents
- Requests for help from victims
- Children's changed behaviour

5.2 It is important when dealing with incidents of suspected bullying to listen carefully to all parties involved. It is useful to record the accounts of other children/bystanders to gain a fuller picture. Where it is clear that bullying has taken place or is continuing, intervention is necessary. A log of proven incidents of bullying will be kept by the Headteacher. The following steps should be taken:

5.2.1 Offer the victim support and reassurance. Make it clear that s/he has done nothing wrong. Encourage him/her to take a positive stand against the behaviour of the bullying "I don't like what you are saying/doing. I want you to stop it." Be specific about what has happened.

5.2.2 Make it clear to the bully that the behaviour is unacceptable and that repetition will have serious consequences. In most cases it is inappropriate to adopt a "shouting" approach which may reinforce the bullying behaviour.

5.2.3 Encourage both parties to make friends by shaking hands and make a new start. Establish to both that the victim is expected to inform staff of any further incidents while the bullying pupil is expected to show a significant change in behaviour which ideally will demonstrate a positive attitude to the victim.

5.2.4 Make it clear to both pupils that parents will be informed.

5.2.5 The above procedure will normally be carried out by the Headteacher or a senior member of staff.

6 Actions for Pupils

- 6.1 There will be occasions when children need permission to speak out about experiences of being bullied. Although we have a duty to intervene promptly, we should try to encourage pupils to instigate the action by approaching and confiding in staff.

Children will think carefully before confiding in an adult and will be basing their decision on how approachable and fair we have been in the past.

- 6.2 Children are told on a regular basis through assembly discussion and by the class teacher about the steps victims should take to challenge bullying behaviour:

6.1.1 Make it clear to the bully that you don't like what is happening and that you want it to stop.

6.1.2 Tell an adult that you trust - it might be any teacher, the Headteacher or another adult you feel comfortable in talking to.

6.1.3 Tell your parents about what is happening.

7 Action for Parents

- 7.1 Parents should reassure their child that there is nothing wrong with them and that s/he is not the only victim.
- 7.2 Advise him/her not to hesitate to tell a trusted adult at school.
- 7.3 Advise the child not to try to 'buy the bully off' by giving presents/money or treats.
- 7.4 Talk to the Headteacher about a joint plan of action. Inform school immediately of any repetitions of bullying. Avoid contact with the parents of the bullying child; leave the matter in the hands of the staff. If the problem is not resolved, contact the Governing Body.
- 7.5 Parents should not advise their child to hit back; this does not solve the problem and can often make matters much worse.

Role of Governors

- 8.1 The Governors need to ensure that all pupils, staff and parents are informed of the school policy and procedures for dealing with bullying.
- 8.2 Governors should check that a summary of the policy is outlined in the School prospectus.
- 8.3 The Governing Body will check that incidents of bullying are being handled in a fair, consistent manner that supports victims and deters bullies.

8.4 Where specific complaints about bullying are received from parents, *Governors* will seek to satisfy themselves that the incidents are investigated thoroughly and sympathetically.

November 2016

Appendix 2

APPROACHES TO COMBAT PREJUDICE BASED BULLYING

Aims and Principles

1. Governors and staff recognise that a positive policy towards multicultural and anti-racist education has an important role to play in the establishment of a fair and just society.

Objectives

2. We aim:
 - To acknowledge and celebrate the richness and variety of all cultures, creeds, languages and traditions
 - To promote self esteem and awareness of other people's attitudes, values and needs.
 - To foster an atmosphere in which justice and equality are seen to embrace all.
 - To challenge any type of prejudice in a way which is helpful and supportive to victims while also being consistent and firm to perpetrators.
 - To clearly set a pattern of staff response to such incidents.

Implementation

3. The aims and objectives as stated will be promoted through:
 - A consistent approach by staff (teaching and non-teaching) concerning equality issues, including rejection of racist or homophobic language
 - A whole school approach to the curriculum including the selection and use of teaching aids and resource materials.
 - The teaching of world studies and religious education.
 - A recognition of major festivals of religious groups, starting with those represented in our school.
 - A sympathetic understanding of rules regarding food or dress observed by some faiths.
 - Communication of our policy an approach through the brochure to parents and at induction meetings.

Our response to prejudice based behaviour

4. We take a serious view of any incidents involving the following:
 - physical or verbal abuse or threats with racist or homophobic tones
 - graffiti or written insults
 - repetition of racist or homophobic jokes or slogans
 - the display of racist materials such as badges, motifs, magazines or leaflets
 - disrespectful comments relating to customs, beliefs, food, dress or physical appearance

- refusal to co-operate with other people because of ethnic origins.
5. Where any of these occur children should be encouraged to consult staff about the problem. Complaints should be carefully considered and referred to the Head Teacher or members of the Senior Leadership Team. All members of staff should endeavour to challenge and censure any instance of insensitive comment or action which might give offence on racial grounds.
 6. On receiving reports of racist behaviour the senior member of staff will counsel both victim and perpetrator(s), informing other staff where appropriate. Serious incidents will always result in parents being informed in order to enlist their support in modifying future behaviour.
 7. Where racist behaviour occurs we will always counter this through positive reasoning on an individual or general level if necessary.
 8. Suspected racial incidents will require an internal racist incident report and investigation proforma to be completed. From these a termly monitoring sheet detailing racist incidents will be compiled and a report made to the Governing Body.
 9. We consider the multicultural education is extremely important in a predominately 'all white' school such as Normanton Junior School and that the success of our search for justice and equality will be measured by the attitudes of youngsters from schools such as ours.
 10. Racist incidents are thankfully few and far between at Normanton Junior School. We will however remain vigilant and continue to foster positive relationships between home and school and between pupils to establish a bond of mutual trust and respect in which racism naturally has no place.
 11. This policy is an illustration of our commitment and determination to ensure genuine equality of opportunity for every child at Normanton Junior School.

November 2016

Appendix 3

Normanton Junior Academy behaviour system

We have decided to improve upon the 'Steps' system which has been in place in school. The aim of this new system is to:

- encourage and reward good behaviour;
- have clear consequences for negative behaviour, reducing the number of incidents of negative behaviour over time;
- be fair to all pupils.

Each classroom now has a behaviour ladder with 5 different colours on it; Gold, Silver, Green, Amber and Red. Each pupil will have a name card and will begin the day on Green. They can move up or down the ladder depending on how they behave throughout the day.

Good behaviour

Anyone who performs particularly impressively will move up to Silver on the behaviour ladder. Pupils who continue to impress, showing outstanding behaviour, will move up to Gold.

When a pupil has received 3 Golds, they will receive a certificate to recognise their excellent behaviour! They will then receive further certificates for 6, 9, 15, 25, 35 and 50 Golds to recognise their excellent behaviour.

Good behaviour around school (walking down corridors, in assembly etc.) will be rewarded with a 'You've been spotted' token.

When a pupil has collected enough tokens, they will receive a prize! There are different prizes available for different numbers of tokens earned.

Pupils who are always well behaved will receive a reward afternoon every half-term, called an 'Always Green' reward.

Negative behaviour

In lessons, the behaviour ladder will be used in a similar way to the 'Steps' system, but will be much more visual to encourage pupils to behave in a positive way.

Pupils will receive 2 warnings (strikes) if they are misbehaving, then move to amber if they choose not change their behaviour.

Once on Amber, if a pupil continues to misbehave, they will receive 2 more warnings then move to Red if they choose not to change their behaviour. This will be recorded and each Red will result in the loss of 15 minutes of playtime or dinnertime, depending on the time of day.

When strikes have been given, if pupils then improve their behaviour, the strikes will be removed. Pupils can also move up the behaviour ladder from any position up until Gold.

At playtimes and dinnertimes, negative behaviour incidents will be recorded and the details passed to the class teacher who will decide if the child should move to Amber or Red. Any pupils who are violent, use nasty words or are defiant will be sent to the Red Room classroom.

3 Reds for any pupil will result in parents/carers being contacted by the Deputy Headteacher, Mr Berry, to discuss the behaviour.

6 Reds for any pupil will result in parents/carers being contacted by the Headteacher, Mrs Southward, who will decide whether further sanctions are necessary.

November 2016

This policy was agreed by the Governing Body on: **11th November 2016.**

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Policy due for renewal: November 2017