

Birchfield Behaviour Policy

Updated September 2006

Rationale

Birchfield School is committed to providing a safe, secure and positive environment in which all members of the school community can work and play.

In order for teaching and learning to be as effective as possible, it is essential that high standards of behaviour are expected of everyone and that these are maintained.

Clear guidelines on behaviour are essential, and these should promote and reinforce good behaviour and make clear the consequences of that which is less than acceptable.

Rights and responsibilities

Every member of our school community has:

- the right to be safe
- the right to be heard
- the right to fair treatment
- the right to be treated with respect
- the right to be able to learn and teach without unnecessary interruption

Every member of the school community shares responsibility for ensuring these rights are respected.

Achieving high standards of behaviour

Good behaviour should be a clear expectation in every class. We believe it is important to identify and encourage high standards of behaviour. Whenever possible good behaviour and achievement should be recognised and praised. We believe that it is important for all staff to model good behaviour at all times.

At the start of each year a class should discuss these rights and responsibilities and decide a set of class rules to be displayed prominently in the classroom. These rules should be referred to at regular intervals during the year and can be amended or adapted as necessary.

It is expected that each class teacher will have their own strategies and systems for rewarding good behaviour, and that these will work alongside the whole school systems of housepoints and head teacher's awards. The importance of consistency throughout the school is recognised in order to give the system value for all members of the school.

We expect the same high standards of behaviour at playtimes and lunchtimes as during lessons and all non-teaching staff should be involved and informed with any changes occurring to the way behaviour is dealt with.

Golden Time

Golden time is a reward that may be **earned** by a class. It is not a right.

Ks1 will continue with the current system of 'Goldentime' where children earn minutes towards a maximum 20 minute reward time at the end of a Friday afternoon.

KS2 have agreed that class reward time will be a period of approximately 20 minutes where children can take part in a structured activity (for example extra art, craft, P.E. or music activities, a class disco, board games or whole class games).

The activity should be agreed with children beforehand, and a target of how many points are needed to earn this reward will be set. When this is reached the activity can take place at any time convenient to the class (and others if it might cause disruptions). A 'run about' on the field or playground is not an acceptable reward activity for Goldentime.

Prevention

At Birchfield we seek to minimise negative behaviour wherever possible. We recognise that children who are interested and engaged with their learning are less likely to misbehave. All members of the Birchfield community should feel safe and valued in the school environment: we recognise that a positive environment promotes positive behaviour.

Supervision can prevent many situations, sometimes potentially dangerous ones, from occurring or developing. Simple measures such as, collecting classes promptly from break or lunch times or being in class ready to start as children enter for changeovers can reduce the risks of negative behaviour. If children are out of the class for any reason then the class teacher should have a clear understanding of which children are out of class, where, and for what.

We also recognise the importance of defusing volatile situations or behaviour using by giving children 'time-out' not as a punishment but as breathing space to reflect on their behaviour and calm down.

Unacceptable behaviour

At Birchfield School, we expect high standards of behaviour from all children. However, we understand that there may be instances when behaviour demonstrated by a child is not acceptable, i.e. the behaviour of an individual or individuals is preventing teaching and learning from taking place effectively within class. When unacceptable behaviour is displayed there should be a clear, consistent approach to dealing with it. As a staff we will endeavour to deal with these instances with fairness and consistency.

It is expected that sanctions should be displayed alongside rewards in class and adhered to in the same way. Children should have a clear understanding of the behaviour expected of them and knowledge of the consequences of their actions. Management of negative behaviour should be proportionate, calm and, wherever possible, the process made open and explicit to the child. Awareness and sensitivity should be evident all times; we are judging the BEHAVIOUR not the child.

A range of strategies may be utilised in dealing with negative behaviour including: **immediate strategies** (being asked to stop or moved away), **short-term strategies** (asked to discuss behaviour after the lesson, taking time out or completing work at home) or **long-term strategies** (home – school behaviour book or implementing a system of targets or points).

Inappropriate sanctions

- Writing lines
- Standing for long periods
- Keeping hands on heads
- Punishments that involve ridicule or humiliation.

Dealing with unacceptable behaviour

'Time-out'

1) Where a child takes time-out as part of an IEP

Sometimes time-out will be included as a part of a child's IEP as a prevention strategy to give the child time out of class for reflection on behaviour and to allow the child to cope with difficult situations.

Where time-out is necessary as an intervention strategy then the details of the programme should be laid out between the SENCO, class teacher and child.

2) Where a child is sent out for demonstrating negative behaviour

Sending a child out of class should not be a first stop measure: children should only be asked to leave a class if several other strategies have tried and failed before hand, or if the behaviour demonstrated, is severe enough to seriously undermine learning within the class.

Sending a child out can be of two severities:

Yellow card – where children go to a parallel teacher or KS leader for a period of 5 minutes for persistent low level behaviour

Red Card – Where children are demonstrating serious behaviour which is preventing teaching and learning within the class, or where a child has already received 2 yellow cards and is still demonstrating the same behaviour they will be issued with a red card and sent out for the rest of the lesson to KS leader, or failing that DH, or failing that HT. The incident should be recorded in the class Behaviour log and the child will be spoken to about the incident by the class teacher at the next available break or lunch time and any additional action will be decided upon.

If a child has been issued several Red cards over a relatively short period of time then it is expected that the CT will contact the child's parents to discuss the behaviour.

If there is any concern about whether the child will reach their desired destination then they should be accompanied by another child.

Example

A child is demonstrating persistent low-level behaviour such as calling out or talking during a lesson and has ignored previous strategies (e.g. asking to stop or putting name on board). The child should then the child should be given a yellow card and asked to go to the parallel class for 10 minutes.

If upon returning to the class the behaviour continues or escalates so the rest of the class are prevented from learning and the teacher from teaching effectively then a red card should be considered and the child should be asked to go to the KS leader and the incident be logged in the class behaviour log.

Refusal of a child to leave class

If a child is refusing to leave the classroom after having been asked by the class teacher then a message should be sent to the Head or in his absence the SENCO or Deputy who will come and remove the child from the classroom. If they still refuse to leave then the rest of the class should be taken out by the class-teacher until the child has been removed. Where a child is being physically aggressive in class, then the class should be taken out immediately. The safety of the other children is paramount in this situation.

The 'Three Step Procedure' for children who display confrontational behaviour

If a child is known to react to teacher intervention in a confrontational way then it may be appropriate to employ

the 'Three step Procedure'. This procedure should only be implemented in agreement with the SENCO, DH or HT.

This process should be employed when the identified child is misbehaving, and that behaviour is disrupting the class. The process must be followed calmly and consistently.

Warning 1

First request to cease the negative activity is given.

For example in a calm voice say: "Please stop making that noise as it is disturbing the lesson," or "Please move to this table so that you are not disturbing x from her work."

If the child refuses

Warning 2

Repeat the request calmly - remind the child of the next stage of the procedure.

Again in a quiet, calm voice say "This is the second time that I have asked you to... I want you to"

Continue the lesson giving no further attention to the child.

Warning 3

Failure to comply with the second request should be followed by a third and final request. The language used is very important.

In a firm but controlled voice say "In a minute I am going to tell you that you MUST follow my instruction to... because... . If you do not do as I have asked, you will go to... do you understand?"

Get the child to repeat what will happen if they continue or refuse. You should confirm that he/she is correct.

Walk away from the pupil and give them a few minutes to think it over. When 2-3 minutes have passed, go back to the pupil and say to him/her that they MUST follow your instruction.

If the pupil still refuses to comply then the pupil must be asked to leave and go to the SENCO or the HT. They will be internally excluded for ½ day. If they refuse to leave or do not go where they have been told to go, the parent should be rung and they are then collected and taken home. This will count as a fixed-term exclusion.

Any compliance after you have said MUST does not count. The procedure has to be followed through.

If a child causes damage to property or hurts another child they should be calmly ask to leave the classroom immediately.

Playground behaviour

We expect the same high standards of behaviour at playtimes and lunchtimes.

If a child demonstrates unacceptable behaviour at playtime they can be asked to stand by the wall and miss their play.

At lunchtimes, if a child misbehaves to an extent that warrants their removal from the playground, they can be sent inside to stand in the dinner hall. The length of stay will depend on the severity of the offence, but it is usually for 10 to 15 minutes. LTSAs have a Lunchtime Log Book to record any poor behaviour. The child should be told that they have been entered into the book. This will be reported to the class teacher or senior staff.

Peer Mediation

At Birchfield we believe that children must feel safe and happy if they are to learn effectively. Peer mediation is now being used to solve playground disagreements between children and prevent many issues from needing to be dealt with in class.

If children have fallen out or there have been any incidences of name calling, pushing, interfering in games or other low-level disruptions LTSAs can refer the children involved to the on-duty Peer Mediators, who can be identified by their red tops. The mediators will then listen to both parties concerned and encourage them to discuss the incident, and their feelings about it with one another. Mediators do not give the children solutions but do encourage them to think of solutions for themselves.

If issues are raised during discussions that are of a more serious nature, or that the mediators feel uncomfortable dealing with then they may refer the case to their trained teacher support.

Home - school links

We believe that strong home links are vital to good behaviour management.

If a problem has been identified with a child's behaviour parents should be involved promptly, to ensure that their views and concerns are heard and so that they can support the management of poor behaviour. If a teacher has anxieties about any persistent behaviour shown by a child then they should discuss this with parents and be prepared to back up their concerns with evidence such as the class behaviour log. Where appropriate the SENCO, DH or HT may also be required to be present at this meeting, or the parent may need to be referred to meet with them separately.

If the behaviour shows no improvement, at this point it may be necessary to set up a home-school behaviour record. This should be set up with the input of the SENCO class teacher, parent and child. This record allows parents to be regularly informed of a child's progress, and if there are no further problems, parents should be informed of this too.

We believe that it is important to inform parents when a child's behaviour is consistently of a high standard. This is particularly important when a child has been working to improve his/her behaviour so that parents can reinforce progress at home. Pro-formas are available that can be used to communicate with parents.

Severe unacceptable behaviour

Examples of severe behaviour:

- Deliberate damage property including damage caused by a loss of temper
- Deliberate fighting
- Total refusal to comply with reasonable requests
- Assaulting a child - unprovoked
- Bullying - emotional and/or physical
- Persistent racist behaviour
- Running out of school
- Name calling/swearing at an adult
- Dangerous behaviour
- 'Losing it' - child is out of control and has to be isolated from peers

When dealing with any form of serious behaviour the prime concern should be for the safety of the staff and children involved.

Dealing with severe behaviour

If a child demonstrates any of the behaviours listed above the DH or HT should be involved as quickly as possible.

Within school exclusions

In both key stages the issue of how we deal with serious behaviour, where the safety of children or the ability to teach is severely compromised. It has now been proposed that:

Where children are demonstrating very poor or disruptive behaviour a system of within school exclusions will be used. These must be cleared with the head / deputy head before being discussed with the child.

If the behaviour is manifest on the playground then children will be 'grounded' at break and/or lunch times for a period of days.

If the behaviour is manifest within class, the HT or DH in discussion with the class teacher will agree period of isolation for the child away from his/her peers, working in another class. Work will be set for the child, which he/she can do independently. The child will not receive any special attention in his/her new class but will be greeted positively when returning to his/her own environment.

The child must be informed of what is happening and contact must be made with the child's parents to explain the course of action and why it is taking place before the exclusion commences.

This action is not intended to replace exclusions from school but is intended to give us a powerful weapon to use before hand, in the hope that it will prevent some situations escalating.

Exclusion

At Birchfield School we believe in a policy of inclusion, therefore exclusion of children is only used as a last resort to deal with extreme and/or persistent behaviour.

ONLY THE HEADTEACHER, OR THE DEPUTY HEAD, IN THEIR ABSENCE,
CAN EXCLUDE A CHILD.

Staff must be wary of telling children they will be excluded, as they do not have this power delegated to them. The head or deputy may ask a member of staff their opinion, but reserve the right to make the final decision.

Specific Procedures

Absenting children

In the event of a child running out of school the following procedure will be followed. Inform the Head or Deputy. They will:

- check to see if the child is actually off-site
- inform the parents asking them to contact the school if found
- search the immediate area
- contact the police if the child has not been found within 15 - 20 minutes.

Restraint - use of reasonable force to control or restrain pupils

As result of the Education Act 1996, Section 550k, the use of force for reasons outlined in the title has been clarified. The use of corporal punishment is not authorised.

All members of the regular teaching staff, support staff are authorised by the Head to use reasonable force in the following circumstances:

- in self defence, where risk of injury is imminent
- where there is a developing risk of injury or significant damage to property
- where good order and discipline are compromised

There is no legal definition of reasonable force but three criteria are established for guidance:

- if the circumstances of the particular incident warrant it
- the degree of force must be in proportion to the circumstances
- the age, understanding and sex of the pupil

Physical intervention can take a number of forms and these are some examples:

- physically interposing between pupils
- standing in the way of a pupil
- holding, pushing or pulling
- leading a pupil away by the hand or by gentle pressure on the centre of the back
- in extreme cases, more restrictive holds might be used

Force that should NOT be used includes:

- holding around the neck or any other hold that may restrict breathing
- kicking, slapping or punching
- forcing limbs against joints
- tripping or holding by the hair or ear
- holding face down on the ground

All incidents where force is used must be recorded on a "Use of Reasonable Force Report Sheet" as soon as possible and given to the head teacher.

Where the incident has a prolonged nature or where considerable force has been used then a "Use of Considerable and/or Prolonged incident report sheet should be completed and given to the head teacher along with names of witnesses (pupils and adults). Statements from witnesses may be required at a later date. The report forms will be available in the school office.

Extreme caution must be exercised in all incidents where even reasonable force is used.

There is a complaints procedure and this the school must make available for parents. This will be used where parents think that the force used has been unreasonable.

Your duty of care guidelines are set out in your pay and conditions document.

"Teachers are required to maintain good order among their pupils to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere."