



The Ark Federation, part of St. Christopher's Multi Academy Trust Behaviour Policy

This policy was adopted by the Teaching & Learning Committee of the Ark Federation Teaching and Learning Committee at the meeting on 27 April 2016 and reviewed on 27th April 2017
It will be reviewed annually.

Signed.....
(Mrs G McMenemy, Chair of Teaching and Learning committee, The Ark Federation)

Introduction

This document is a statement of the aims, principles and strategies for behaviour and its management and is part of the wider Personal, Social and Health Education programme at the Ark Federation.

1. Aims

- To promote a caring a co-operative ethos for effective teaching and learning;
- To ensure that discipline is maintained at all times;
- To display the federation values and regularly bring the expectations for behaviour to the children's attention;
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for pupils and consistent in following the procedures;
- To prevent and deal promptly with any bullying and inappropriate behaviour by educating and changing attitudes;
- To create a happy and safe environment for our children;
- To keep parents informed of the policy and its principles and procedures for rewards and sanctions.

2. Implementation

2.1 Staff

All staff:

- will treat all children with dignity and respect;
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately;
- play an active part in building up a sense of community and will consistently apply the agreed standards of behaviour;
- have a responsibility to model the type of behaviour felt to be acceptable;
- will be alert to signs of bullying and harassment and will deal firmly with it and will alert other staff to such problems (racially aggravated comments will be formally recorded);
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

2.2 Reasonable Force/ Safe Handling

The DfE Publication 'Use of Reasonable Force' July 2013 (reviewed July 2015) states;

1. All members of school staff have a legal power to use reasonable force.
2. They define reasonable force as 'Reasonable in the circumstances' meaning using no more force than is needed.
3. 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.
4. 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.

Based on this, the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was:

- In the child's best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

The best practice regarding the physical intervention should be considered alongside other relevant policies in the school, specifically those policies involving child protection and health and safety.

Staff at The Ark Federation may use 'reasonable force' in the following circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence;
- Causing and injury or damage to the property of any person (including the person himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.

In the above situations staff must judge whether or not physical intervention would be reasonable or appropriate. This judgment will take into account the circumstances of the incident. All staff are aware that the use of physical intervention in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

Recording an Incident- Appendix 1

All incidents that result in non-routine / emergency interventions will be recorded in detail.

Notes will be made immediately following, or as soon as possible after the incident (i.e. before the end of the day of the incident) by the staff member involved in the original incident, in the

Physical Intervention Record Folder held in the school office.

Notes will also be made in the same way by any other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be signed and dated on the same day.

The notes must contain the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force;
- the name(s) of the pupil(s) involved;
- when and where the incident took place;
- names of staff and pupils who witnessed the incident;
- the reason the force was necessary;
- the progress of the incident. Include details of:
 - behaviour of the pupil which led up to the incident
 - any attempts to resolve the situation
 - what was said by staff and pupils
 - the degree of force used
 - how it was applied
 - how long it was used for
- the pupil's response and the eventual outcome
- details of any injuries suffered by either staff or pupils
- details of any damage to property
- details of any medical treatment required (an accident form will be completed)
- details of any follow-up, including contact with the parents/carers of the pupil(s) involved
- any other relevant details e.g., the involvement of any other agency, e.g., the Police

2.2 Children

- children's achievements, academic or otherwise, will be recognised;
- rewards will be accessible to all children;
- collective worship will be used as an opportunity to acknowledge achievements and to foster a sense of community;
- children will be encouraged to share their achievement with a senior member of staff, their parents and other children;
- examples of children's work and achievements will be displayed in the classrooms and around the school.

3. Examples of unacceptable behaviour include:

- disobedience;
- dishonesty;
- physical aggression which includes pushing, biting, spitting, hitting and kicking;
- foul language, inappropriate sign language and swearing;
- making unkind remarks;
- damaging property;
- answering back, rudeness or aggression to adult;
- stealing;
- racist or sexist comments, gangs and bullying.

We recognise that sometimes these behaviours are as a result of aggravation. Whilst we do not condone such behaviour in any situation, we will take steps to clarify the trigger.

Temper tantrums and physical disputes must be dealt with and children restrained if necessary in accordance with team teach principles.

4. Rewards and Sanctions

Anyone who comes to our school will be told the school rules –they may like to tell a member of staff about an individual or group’s helpfulness, kindness etc.

If a child does something well – work or behaviour – they will be rewarded with a House-point (Federation system) and/or the class-based system. Children’s achievements will be celebrated in a weekly assembly and in the weekly newsletter. In addition, the children will receive Golden Time for half an hour each week where they can choose from a range of activities. This is to reward children who consistently uphold our core values.

If a child misbehaves.....

Our sanctions reflect the Christian ethos of our school and allow every pupil the opportunity to redeem themselves.

We operate a zone board system which is, essentially, a warning procedure. Each class has a set of class rules and the teacher’s expectations are made explicit at the start of each term, with reminders given when necessary. These expectations are rooted in the core values of the school: love, peace, patience, respect, truth. All children start each day in ‘Ready To Learn’ at All Saints and the ‘Green Zone’ in Beer. When an adult feels it necessary to give a sanction, the class teacher can move the child down the zone board, explaining exactly why they have been moved and how their action relates to the school values and behaviour expectations. Children can move back up the zone board within the same day if they show true remorse and make a positive change to their behaviour. If, however, poor behaviour continues, the pupil will move to the next zone down and this will result in the child meeting with the HoS to reflect on their actions. It is at this stage that the class teacher will make the parent(s)/ carers aware of the behaviour issues if there are concerns that such behaviour is regular or intentional and an entry into the child’s chronology will be made. In extreme situations, such as deliberate/ repeated efforts to cause physical or emotional harm to another child, or, persistent poor behaviour that results in disruption to the class, the children will go to the red zone. This may result in:

- Loss of Golden Time;
- Meeting with parent(s)/carers;
- Letter/telephone call to parent from the HoS or the Headteacher;
- Other sanctions following discussion between parents, class teacher and Headteacher which may include devising an individual behaviour plan;

- Exclusion from the right to represent the school- this sanction should be used rarely, parents will be informed;
- Involvement of appropriate external agency (Educational Support Centre, Behaviour Support Team, Educational Psychologist etc);
- Exclusion from school (DCC guidelines to be followed)

Where behaviour has been identified as an ongoing or persistent issue, the class teacher will work with the pupil, parents and other staff to develop strategies to support good behaviour patterns. External advice will be sought when required.

5. Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school expects that parents will give their full support in dealing with their child's behaviour.

We ask parents:

- to keep us informed of behaviour difficulties they may be experiencing at Home;
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family;
- inform us about their child's ill health and any absences connected with it.

The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school;
- giving parents regular constructive and positive comment on their child's work and Behaviour;
- encouraging parents to come into school on occasions other than parents' evenings;
- keeping parents informed of school activities by letter, newsletter etc;
- involving parents at an early stage in any disciplinary problems.

6. Other Agencies/support services

Full use will be made of such agencies as Education Welfare, Behaviour Support Team, Health Services, Educational Psychologist when appropriate

7. Care of school premises and sites

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- staff display children's work to a high standard
- the building is expected to be kept clean and tidy
- the grounds are expected to be kept litter free and the plants well maintained.

8. School Council

The School Council will give pupils and staff the opportunity to discuss any issues arising from children's behaviour in school or on the playground.

9. Monitoring Behaviour

Time is given at every staff meeting to discuss individual children. The Senior Leadership Team (SLT) keeps record of any incidents that have required physical restraint (in line with the principles of team teach). In addition, incidents that fall

outside the usual behaviour realms for a class are also recorded and held confidentially by the class teacher and SLT.

The Headteacher will report to the governing body on an annual basis as part of the review of the behaviour systems and policy.

Appendix 1 Record of Use of Reasonable Force

Details of pupil/pupils on whom force was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses inc job title)
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used & behaviour of pupil prior to incident
Reason for using force and description of force used (incl degree of force/length of time used)
Any injury suffered by staff or pupils and any first aid and/or medical attention required
Follow up, including pupil response, post-incident support and any disciplinary action against pupils
Details of any damage to property
Any information about the incident shared with staff not involved in it and external agencies

Details of follow-up incl when and how those with parental responsibility were informed about the incident and any views they have expressed

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Name and role:

Signature:

Date:

Report countersigned by:

Name and role:

Signature:

Date: