



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Spetisbury
CE Primary School

BEHAVIOUR POLICY

Policy Date: July 2020

Review Date: July 2024

‘Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them and need adults to help them do this.’ – Unknown

1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. Staff understand the need to educate pupils about behaviour, to support their growth as respectful, law abiding citizens. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

2. Aims of the Policy 2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy’s expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Adults should seek to understand the whole child and their behaviour within the context of their life experiences.
- Show appreciation of the efforts and contributions of all.

3. Approach

- To involve all of the Academy community in making and celebrating the rules
- To ensure that everyone knows and practises the core values and vision of the academy
- To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child’s behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues
- To actively teach pupils and adults about behaviour
- For all staff to feel supported by leaders in Academies and at Trust level when managing persistent challenging behaviour.

- 3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel safe and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.
- 3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Children feel valued in relationships at all levels. All interactions within the school community are underpinned by the Academy's vision and values. All stakeholders consistently use the language of the academy.
- 3.3 We understand that exceptionally positive behaviour lies in the behaviour of adults and their ability to create a culture of certainty. We recognise the importance of consistent adult behaviour when managing the behaviour of children. All adults in the learning environments should hone certainty around behaviour expectations, to ensure expectations of behaviour are respected and unquestioned. Model shifts in adult behaviour to have the greatest impact:
- Deliberately notice something new about each child.
 - Focus positive attention on effort, not achievement.
 - Avoid telling children how their negative behaviour makes you feel.
 - Avoid shouting.
 - Introduce and develop non-verbal cues.
 - Focus positive praise on those going beyond expectations.
 - End each lesson or session with positive reflections and reinforcements.
- 3.4 We recognise the importance of explicitly training children to develop self-discipline and self-regulation. We provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

4. Rewards

- 4.1 Our emphasis is to recognise, promote and reinforce good behaviour, rather than on sanctions. Rewards are central to all that we do and we look to utilise a range of ways to reward good behaviour. We recognise the importance of public recognition through our reward systems, the importance of notifying parents/carers and the importance of keeping under review the balance between the use of rewards and use of sanctions.
- 4.2 We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils. Academies will have their own systems in place, linked to their vision and values, to honour positive learning behaviours and achievements.

5. Sanctions

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

- 5.1 When discussing behaviour incidents with children, the behaviour of the adult lies at the heart of it all. It is important that all adults talk to them with a quiet, calm and non-confrontational voice while ensuring body language is positive, kind and un-intimidating. Conversations should be had in open spaces where adults sit next to, walk with or play with a child, creating space for honest reflections. All children should be given the opportunity share their viewpoint.
- 5.2 It is important not to say, "Why did you do that?" We encourage adults to work through the following questions based on 'The Restorative Five':
1. What happened?

2. What were you thinking at the time and what have you thought since
3. How did this make people feel?
4. Who has been affected?
5. What do you need to do now so that the harm can be repaired?

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction.

5.3 The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided as it breeds resentment;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is punished.

5.4 Communication with families should be regular and consistent. Parents/carers should be made aware of behaviour concerns and incidents at every step.

5.5 The following sanctions are permitted for use in the Academy:

- Non-verbal warnings;
- Informal verbal warning that is not recorded;
- Formal verbal warning that is recorded;
- Time out in the classroom;
- Time out outside the classroom environment supervised by another member of staff;
- Letter home to parents;
- Separate supervision during break or lunchtime.

5.6 In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy.

6. Monitoring and Evaluation

6.1 Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

6.2 This work forms part of our policy on Equal Opportunities.

6.3 Home / School agreement:

- Every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This agreement should be reissued to parents regularly to remind them and their children of its importance.

6.4 Academy governors and the Trust Board will monitor against this policy and available behaviour data to ensure its successful implementation.

7. Pupils' Conduct Outside the Academy Gates

- 7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 7.2 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.
- 7.3 Staff may discipline pupils for inappropriate behaviour in the following circumstances:
- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
 - When travelling to or from school;
 - When wearing school uniform;
 - When identifiable as a pupil at the school;
 - When behaviour at any time could have repercussions for the orderly running of the school;
 - When the student poses a threat to another pupil or member of the public;
 - When behaviour could adversely affect the reputation of the school.
- 7.4 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Detention

- 8.1 Staff have the authority to issue a detention to pupils.
- 8.2 Staff must make sure pupils and parents are aware that detentions (including detention outside of school hours) is used as a sanction.
- 8.3 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- Any school day where the pupil does not have permission to be absent;
 - Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.
- 8.4 The Headteacher can decide which members of staff can give pupils detentions. For example, they can limit the power to senior leaders or they can decide that all members of staff, including support staff, can impose detentions.

9. Confiscation of Inappropriate Items

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils: 9.1.1
- The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 9.1.2 The **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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

10. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Any incidents involving use of force should be recorded and parents/carers should be informed.

10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

‘Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.’ – Paul Dix, ‘When Adults Change, Everything Changes’

11. Linked policies:

- Keeping Children Safe in Education (latest edition)
- DSAT Exclusions Policy
- DSAT Preventing and Tackling Bullying Policy

Behaviour Policy

Spetisbury Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy

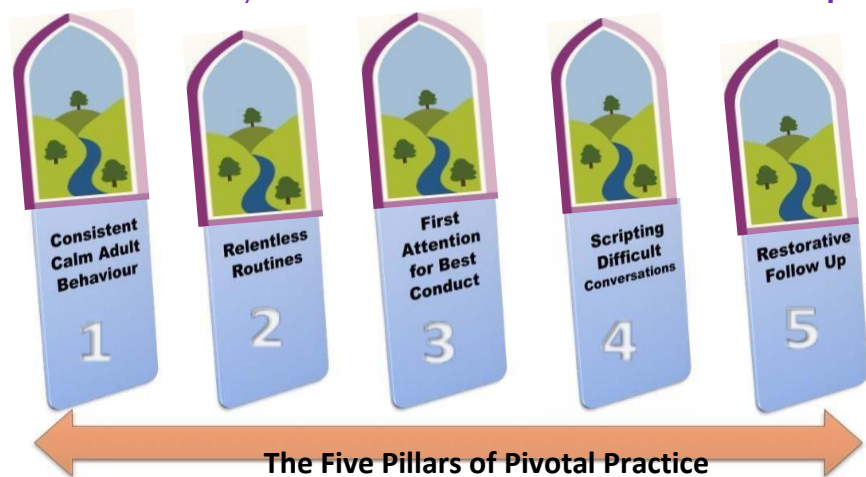
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the Five **Pillars of Pivotal practice** 



"When the adults change, everything changes"

Expectations of Adults:

We expect every adult to:

1. **Meet and greet** at the door.
2. **Refer** to 'Ready, Respectful, Safe'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (eg, Rainbow chart)
6. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Leaders will:

- **Meet and greet** learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- **Support** staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations
- Encourage use of Marvellous Me, Positive emails and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at transition times
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations
- Regularly share good practice
- **Support** middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on Arbor) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Spetisbury Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is '**over and above**'. This may take the form of a Marvellous Me message, a positive note home, a phone call or a face to face chat. Children who demonstrate the school values will also receive house points and stickers.

Children who go over and above in the school values will receive a badge and message on Marvellous Me. Other rewards and recognition of achievement include, stickers, receiving the class leaf for the week, Headteacher's Awards, student council, leadership roles, certificates.

Celebration Assembly (Student of the Week)

Our celebration assembly is on a Friday morning, where one child from each class will be chosen for **student of the week and receives a celebration leaf**. This child will have consistently gone "**over and above**" in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate and a golden house point from the Head. They then take their seat pride of place on "**the best seats in the house**" for the duration of the assembly.

Managing Behaviour

Engagement with learning is always our primary aim at Spetisbury Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Aspects of behaviour that do meet our Spetisbury Primary rules "Ready, Respectful, Safe" have a clear and consistent consequence. The stages below alongside a visual representation of the rewards on offer for positive behaviour enforces to children that "your behaviour is your choice" and so too are the related rewards or consequences.

The 5 stages are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being "ready, respectful and safe."

If incorrect behaviour choices are made, the next stage is used with clear scripts guiding each transition.

Each child begins each lesson on **stage 1**, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of lessons and days.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian, but will not distract away from the ultimate purpose of this policy.

The five stages are described below, followed by the script used by an adult at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules.

Stage 1 – The Spetisbury Way!

We expect everyone to be on “stage 1” and while on stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values.

We are all human and therefore everyone might need a reminder from time to time.

Redirection/ Reminder – A positive encouragement to follow our school rules

Script: Name, I am giving you a rule reminder.

When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule)

Stage 2 – Warning Card issued.

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

A stage 2 warning card will be issued – This supports with a visual reminder to help the learner get back to stage 1 quickly. **“Your behaviour....your choice”**

Learners will be reminded of their good previous good conduct to prove that they can make good choices.

This should be 5 minutes with the card to get themselves back on to stage 1. Once this happens the card goes back away and they are back on stage 1

Script: Name, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to be on Stage 2. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening.

Stage 3 – Time Out. Note home

If the behaviour continues the adult may decide that “time out” away from the distraction is necessary. This may be within their own classroom, in another classroom or in the nurture room. During “time out” the child will be expected to continue their learning and once this is complete, hopefully they will show that they are ready to go back to stage 1.

Script (as used by adults): Name, you are now choosing to be on Stage 3 because you are not following our rule of (name rule here). We will discuss this later. You need to take some time out to help you focus and ensure you get back to stage 1.

A note will be sent home for parents to read and acknowledge. The note will inform parents of the rule or rules which have not been followed. At this point, the child will receive a loss of privilege soon after e.g. five minutes of playtime. This will be led by the person who has issued the stage 3 warning.

Script continued (as used by adults): at playtime, lunchtime or at a point in which independent learning has commenced. *Name, you have chosen to be on Stage 3 and I have written a note home. You are (describe loss of privilege e.g. currently missing out on your play). Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening.*

A restorative conversation will be had with any child reaching stage 3. Children will be expected to have a reflective dialogue during their loss of privilege time.

Restorative Conversation

5 questions (KS2) 3 questions (KS1) is usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Stage 4 – Reflection time/Loss of privileges

In the circumstance that the rule or rules continue to not be followed within a given lesson, or for serious breaches of behaviour the child will be removed from the classroom to ensure that effective learning is able to continue.

Depending on the circumstance, the child will be sent to one of the SLT team. The Senior Leader involved will complete a Reflection Time sheet, and will decide on a necessary consequence and loss of privilege. This is a time when children will sit away from the remainder of their class and will complete a reflection about their behaviour choice as well as continuing with their work independently. This reflection will be appropriate to their age and understanding and generally is led by an adult. The aim is to offer a restorative and reflective approach to their behaviour choices and re-emphasises their capacity to make excellent behaviour choices.

There will be a consequence for their choices in the form of loss of privilege (longer periods of break/lunchtime lost, exclusions from activities) plus any missed/unfinished work will need to be completed at home that evening. Loss of privilege will be with a member of SLT.

Script: *Name, you are now choosing to be on Stage 4 because you are not following our rule of (name rule here). I will now ask an adult to take you to another room so that we can continue to enjoying our learning in class.*

Parents will be invited in to discuss the child's behaviour.

The reflection sheet will be signed by the parent, filed by the class teacher and recorded on Arbor.

A restorative conversation will be had with any child reaching stage 4 by the person who has issued it and the SLT member together.

5 questions (KS2) 3 questions * (KS1) is usually enough from the following:

- What happened? *
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel? *
- Who has been affected?
- How have they been affected?
- What should we do to put things right? *
- How can we do things differently in the future?

Stage 5 – Behaviour Support Plan

These are designed for those children who struggle to stay on stage 1 and need more guidance on a daily basis. They also form a picture of behaviours over a week so that any problem times can be pin pointed and support can be given.

Behaviour Crisis Plan

Further support involving clear targets set in conjunction with parents and daily communication between home and school.

Staff Guidance - Overview of stages and consequences

Stage	Actions	Behaviours
Stage 1 The Spetisbury Way!	We expect everyone to be on "stage 1" and while on stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values.	
Redirection / Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.	Not following our school rules eg, Not following instructions Not listening Disrupting learning Running in corridor
Stage 2 Warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. A stage 2 warning card will be issued. This supports as a visual reminder to help the learner get back to stage 1 quickly. "Your behaviour...your choice" Learners will be reminded of their good previous good conduct to prove that they can make good choices.	Continuing to display the behaviours at stage 1 Spoiling another's work Leaving class without permission
Stage 3 Note Home Time Out Repair	Time out away from the distraction is necessary. This may be within their own classroom, in another classroom or in the nurture room. During "time out" the child will be expected to continue their learning and once this is complete, hopefully they will show that they are ready to go back to stage 1. A note will be sent home for parents to read and acknowledge. The note will inform parents of the Rule or Rules which have not been followed. At this point, the child will receive a loss of privilege soon after e.g. five minutes of playtime. A restorative conversation will be had with any child reaching stage 3. Children will be expected to have a reflective dialogue.	Continuing to display the behaviours at stage 2 Hurting another child once, physically Persistently goading another child Using inappropriate language Taking property that does not belong to them Showing threatening behaviour Throwing equipment at another child or adult
Stage 4 – Reflection Time Loss of Privileges	In the circumstance that the rule or rules continue to not be followed within a given lesson, or for serious breaches of behaviour, the child will be removed from the classroom to ensure that effective learning is able to continue. Depending on the circumstance, the child will be sent to one of the SLT team. The Senior Leader involved will complete a Reflection Time sheet, and will decide on a necessary consequence and loss of privilege. This is a time when children will sit away from the remainder of their class and will complete a reflection about their behaviour choice as well as continuing with their work independently. This reflection will be appropriate to their age and understanding and generally is led by an adult. The aim is to offer a restorative and reflective approach to their behaviour choices and re-emphasises their capacity to make excellent behaviour choices.	Continuing to display behaviours outlined in stages 1-3 despite the adult asking them to stop Purposefully using inappropriate sexual behaviour Racist or homophobic language

	The reflection sheet will be signed by the parent, filed by the class teacher and recorded on Arbor.	used Purposeful violent or dangerous behaviour Bullying - Repeated unkind actions that impact on the wellbeing of other children.
Stage 5 Behaviour Support Plan followed by a Behaviour Crisis Plan	<p>Parents will be invited in to discuss the child's behaviour.</p> <p>Where a child's behaviour becomes a concern, behaviour management support commences.</p> <p>Behaviour becoming a concern is defined at Spetisbury Primary as:</p> <p>Aspects of a child's behaviour regularly impacting negatively on their own or other's learning, the well-being of themselves or others and the capability for their potential to flourish to the best of their ability.</p> <p>This may be shown by:</p> <p>A child reaching Stage 3 two to three times a week for a period of time.</p> <p>A child reaching Stage 4 more than once in a week</p> <p>A serious breach of behaviour.</p>	<p>Continuing to display behaviours outlined in stages 1-4 despite the adult asking them to stop</p> <p>Repeated Purposefully using inappropriate sexual behaviour</p> <p>Repeated Purposeful violent or dangerous behaviour</p> <p>Bullying or continuous unkind actions that impact on the wellbeing of other children.</p> <p>A serious breach in behaviour</p>

Behaviour Management :

When there is concern that a child's behaviour is impacting on their own and other's capacity to learn, a process of either behaviour management support, or a behaviour management crisis plan will begin.

Behaviour Management Support:

Where a child's behaviour becomes a concern, behaviour management support commences. Behaviour becoming a concern is defined at Spetisbury Primary as:

Aspects of a child's behaviour regularly impacting negatively on their learning, well-being of themselves and potential to flourish to the best of their ability and may be shown by:

- A child reaching **Stage 3** two to three times a week for a period of time.

Structure of Behaviour Management Support:

The following routine will be adopted in this scenario:

- The child and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact.
- A Behaviour Support Chart will be established which sets achievable behaviour targets for the child.
- A meeting will be held with the child's parents to discuss the above.
- There are two levels of support either supported by class teacher or by member of SLT team
- This will be shown to the class teacher/Senior Leader at the end of each day and also taken home and signed.
- Where improvements are seen, the child will be rewarded and the behaviour support stopped.
- Where improvements are not seen, additional interventions will be considered.
- A time frame will be given for this plan

Behaviour Management Crisis:

Where a child's behaviour becomes a significant concern, a behaviour management crisis plan commences. Behaviour which is reaching a crisis is defined at Spetisbury Primary as:

Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them and may be shown by:

- A child reaching Stage 4 or 5 more than once a week.
- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion.

As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's SEND profiles or in the form of an adapted behaviour support plan which will record all the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern still applies.

Structure of Behaviour Management Crisis Plan :

The following structure will be adopted in the establishment of a behaviour management crisis plan with supplementary information pertinent to the given child detailed under each section.

- Adults involved with this management plan
- Description of Patterns of Behaviour and Evidence / Examples which give cause to a crisis plan being completed

- Main areas for concern (Maximum of three)
- Purpose of Crisis Plan
- Information that is pertinent to Day to Day Management
- Advised Mode of Positive Handling / Management in a Violent, Aggressive or Potentially Violent, Aggressive Situation
 - Medical Needs
- Additional Information
- Behaviour Consequences
- Associated Documents

The Behaviour Consequences section will remain in accordance with this policy. The below outline will be adopted to ensure that where the child's behaviours have escalated to Stage 4 or 5, they are addressed formally and followed up on. Any escalation of behaviour within Stage 4 will have been within the parameters set in the behaviour management crisis plan i.e. all reasonable adjustments will have been made. It is important that as behaviours are repeated and escalate, so too do the consequences given. A restorative approach will be utilised in all of the below stages, alongside an acknowledgement that the education, safety and well-being of all children and teachers is paramount.

Crisis Phase 1: At the point of the Crisis Plan being established, the child's Stage 3's and above will be given to the Headteacher every Friday for review and discussion.

Crisis Phase 2: From the point of the Crisis plan being established, if the child reaches Stage 4 or 5 between one and three times in a half term the class teacher will talk to the parent on each occasion via the reflection sheet. They will be signed by all and a record kept in class.

Crisis Phase 3: If the child reaches Stage 4 or 5, four times in a half term, a review meeting with the Deputy Headteacher will take place detailing the most recent Stage 4, a relevant consequence and the actions that will be taken if the behaviour were to continue.

Crisis Phase 4: If the child reaches Stage 4 or 5, five times they will be educated outside the classroom for half a day with a member of the Senior Leadership Team

Crisis Phase 5: If the child reaches Stage 4 or 5, six times in a half term, they will be formally internally excluded for a day with the Headteacher. This exclusion is placed on their educational record.

Crisis Phase 6: If the child reaches Step 4 or 5, seven or more times in a half term, they will receive a fixed-term external exclusion for a given period. This exclusion is placed on their educational record.

Crisis Phase 7: If the child reaches Step 4, eight or more times, they will be at risk of permanent exclusion. It is likely in this scenario that outside agencies who are yet to have been involved will be called upon for advice and support e.g. Dorset Inclusion Team.

The Headteacher reserves the right to adapt the stages of the Crisis Plan at any point with the interests of staff and children's wellbeing and education as paramount.

Exclusions

Fixed Term Exclusions

Spetisbury Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Spetisbury Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Further information regarding exclusions can be found in the *DSAT Exclusions Policy*

Restorative Practice

Spetisbury Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Spetisbury Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 2 – Restorative Practice approach at Spetisbury Primary)

Pupils' conduct outside the school gates

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'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour 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.

Reasonable Force

At Spetisbury Primary School key members of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. (*Appendix 3 - details on the use of reasonable force*)

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 consequence and protects them from liability for damage to, or loss of, any confiscated items. 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.

Appendix 2 - Restorative Practice at Spetisbury Primary School

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Appendix 3 – Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power. *Please Note: Parental consent is not required to restrain a pupil.*

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 punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

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 use force on a student.

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.

For further detail please see Spetisbury Primary School Positive Handling Policy

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/goodbehaviour-in-schools-checklistfor-teachers>

Legislative links

Education Act 1996
School Standards and Framework Act 1998
Education Act 2002
Education and Inspections Act 2006
School Information (England) Regulations 2008
Equality Act 2010
The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011 Schools
(Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012