



Learn, Serve, Shine
Crockham Hill C E Primary School
Policy for Promoting Positive Behaviour

Review Body:	Headteacher
Leadership Group Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	3 years
Reviewed:	Autumn 2017
Next Review:	Autumn 2020

Rationale

Our school is a community of adults and children. At Crockham Hill C E Primary School we believe that our community functions best when there is mutual respect between all members and an agreed code of conduct within which all activities take place. We aim to provide a happy, safe environment in which our pupils will thrive and make good progress academically, creatively, physically, socially, morally and spiritually. We have a duty therefore to promote excellent behaviour and discipline in our school to ensure that such an environment exists.

Aims

- ❖ To create a positive atmosphere based upon a sense of community and shared sense of values and responsibilities, where rules are clearly communicated and followed.
- ❖ To recognise the full range of pupil achievements.
- ❖ To ensure that the whole school community understands the need for three key principles within daily school life and, where appropriate out of school.
 1. The right to feel safe.
 2. The right to learn.
 3. To value our own space and that of others.

Our School Rules for Adults and Children

Code of conduct for adults

- ❖ Every adult in our school has a positive contribution to make to developing and maintaining acceptable standards of behaviour, learning and respect for all. There is an expectation that all adults will act as excellent role models and that any concerns about the behaviour of adults or pupils will be acted upon.
- ❖ Everyone is expected to set high standards and apply rules firmly and fairly to ensure that good order is established and maintained.
- ❖ Everyone is expected to ensure the safety and protection of pupils at all times.
- ❖ Everyone should expect to give and receive respect.
- ❖ Excellent relationships are vital. Everyone should take the initiative:
 - Greet and be greeted
 - Speak and be spoken to
 - Smile and relate
 - Communicate
- ❖ Accept that problems are normal where pupils are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them.
- ❖ Always try to address the problem:
 - Avoid confrontation
 - Listen
 - Establish the facts
 - Judge only when certain
 - Use punishments sparingly and effectively

All paid staff in the school are subject this code of conduct and it is part of the expected conduct for all. As a result it is covered within our disciplinary process. We expect all volunteers to follow this code of conduct.

Code of conduct for pupils.

- ❖ Everyone should work hard to make the school a safe place to be.
- ❖ Everyone should make sure that they do not hurt others, damage property or damage the good reputation of the school.
- ❖ Everyone should take responsibility for his or her own actions.
- ❖ Everyone should aim to feel good about themselves, develop good behaviour for themselves and aim to reach their highest standards.
- ❖ Everyone's behaviour should help everyone to learn
- ❖ Everyone should work to complete learning tasks that have been given
- ❖ Everyone should move calmly and quietly around the school.

Class Rules

In addition to the school's codes of conduct and the playground rules as outlined later in this document, class teachers will develop an agreed set of class rules annually with each new class group.

Class and School Councils

Each class runs a class council and elects class councillors who represent them in the school council. It is expected that pupils will consider behaviour as part of their class discussions and the school council will discuss any issues raised regarding behaviour at their meetings. These discussions allow class teachers and the Headteacher to consider the views of pupils as part of the regular review of behaviour and discipline within the school.

Positive Rewards

House system

A house system operates within Crockham Hill School: -

The houses are: Red
 Green
 Blue
 Yellow

All children are allocated to a house on entry to the school. Siblings join the same house.

The system involves the awarding of merit certificates and stickers (in the house colour), which are given out in Celebration Assembly each week. Each class teacher can award merit certificates for: -

1. Academic achievement and effort in learning
2. Service to the school and to others
3. Good manners and behaviour

There is also a group merit shield which can be awarded to a group, team or class for a notable group achievement. During sports events pupils have the opportunity to represent their houses.

A running total of certificates awarded and House Points is kept. Each year the merit shield is awarded to the house gaining the most points during the year at the school's prize giving ceremony. House points can also be used within class to recognise achievements as above and these contribute to a weekly housepoint cup that is awarded to the winning house and the school celebrates the achievement of the members of the winning house.

Individual Rewards

Praise and recognition of achievement and effort are central to individual rewards. This may include a smile, targeted praise, the display of work, the publishing or selection of work for a specific purpose, sending for praise and recognition to another class or adult. They can also be sent to the Headteacher for a Headteacher sticker/certificate.

Staff may award stickers, stars, team, table or house points, ticks and comment on work at their own discretion. Staff may reward positive behaviour by giving reward activities such as special responsibilities or activities as chosen by the member or staff or the pupil.

Other formal means of recognition and reward

Prefects: Prefects including a Head Boy and Girl and Deputies from pupils in year 6 are chosen by staff. The Head Boy and Girl and their Deputies are expected to set the standards for leadership, responsibility and behaviour for the rest of the school. All prefects have allocated responsibilities and their example is expected to set the tone for the younger pupils.

Prize Giving: This takes place annually in July. At the ceremony many achievements during the year are celebrated. There are specific prizes as follows:

Arnold White Salver: Awarded to the pupil who has done most to promote 'Service or Happiness in the School'. This award is voted for by the pupils who make a selection from the year's leavers.

Attendance Certificates: Awarded by the Headteacher to pupils for 100% and 99% attendance and punctuality during the academic year.

Joan Johnson Prize for Achievement: Awarded by class teachers to a boy and girl in each year group for their achievement during the academic year.

Rosemary Pellereau Prize for Progress: Awarded by class teachers to a boy and girl in each year for their progress during the academic year.

Sports badges and trophies: Awarded to the winning houses for sports events during the year and individual medals for members of the winning team from the annual sports day.

The Governors' Prize: Awarded for outstanding achievement to any pupil within the school.

Awards for creative and environmental attainment: A range of awards are presented to individual pupils who have excelled in the creative or visual arts. There is also an award recognising STEM ability. This was previously awarded for promoting the eco-status but since the school no longer participates in this scheme we have adapted the award.

Other awards during the academic year:

May Queen and Master of Ceremonies for the May Fair: Awarded by the pupils to a girl and boy from year 6.

Attendants at the May Fair: Awarded by the class teacher from Dragon Class.

Sports certificates and other achievement certificates: Awarded by class teachers, sports associations and other external providers.

Discipline within our school

We recognise that good discipline is essential to the well being of everyone within the school. We aim for all pupils to develop self-discipline and aim to develop this, self-respect and respect for others.

Class Teachers are responsible for discipline in their class within the framework of the code of conduct for adults and pupils. In the case of more serious or repeated cases, class teachers and support staff are supported by senior staff including the Headteacher. Class teachers and support staff should not feel isolated in the responsibility for the pupils in their care and should ensure that they liaise with other colleagues as necessary.

Parents will be involved if the matter is very serious involving other pupils or adults. In all but the most serious of cases pupils will be given the opportunity to make a fresh start after initial punishment but in the case of repeated or the most serious misconduct, including bullying, parents will be involved.

Parents may be asked to pay for any breakages or damage as a result of their child's behaviour.

Playground Rules

The school benefits from a varied and stimulating play area. It is vital that pupils are able to enjoy the use of these areas in safety.

Restrictions in our play areas

- ❖ Pupils are not allowed on areas other than the tarmac playground before or after school unless taking part in a supervised extra-curricular activity.
- ❖ Only KS2 pupils are allowed to use all of the apparatus (except Reception climbing frame) available and only then when at least 2 adults are on duty and permission is given.
- ❖ The monkey bars have a height restriction and only KS2 pupils who are as tall as the marker are allowed to use them.
- ❖ Only KS2 pupils may use the aerial runway.
- ❖ Pupils are expected to keep to the pathways in the woodland area.
- ❖ The 'Quiet Area' is for talking, eating fruit snacks and quiet, sedentary games only.
- ❖ The slide should be used by one child at a time and only used in a sitting position, facing front, checking the way ahead is clear.

At the end of breaks the bell is rung and pupils are expected to tidy up, walk down onto the lower playground and line up. Year 6 House Captains can be asked by a member of staff to go and check for

missed items. At the second bell the children should be lined up in SILENCE. One member of staff (by agreement amongst duty staff) takes overall responsibility for lining up and silence.

Rules for a happy playtime on display in the playground

We let people join in with our games.

We don't call people names or use bad language.

We do what the adults on duty ask straight away.

When we play we are careful not to be rough.

We make sure that everyone has a happy playtime.

We make sure that we play in the right area.

We always keep the quiet area for quiet games.

We share.

Consequences of unacceptable behaviour

Any unacceptable behaviour will be responded to from within a range of sanctions dependant on the nature and severity of the pupil's actions. All adults have a responsibility to ensure that pupils have a clear understanding of the nature of the unacceptable behaviour and that it is the behaviour that needs to be changed or stopped for the child to be successful in the future. Sanctions will include:

- Disapproving facial expressions from the adult, such as a frown or a shake of the head
- An individual and private talk to address the behaviour within or outside of lesson time
- Being given a 'cooling off' or 'thinking' time away from other pupils within the class. If we need to send a child to another teacher try not to send them to the teacher who will be teaching them next year.
- The removal of Golden Time minutes
- Parents being seen after school or invited in to see the class teacher or senior member of staff, including the Headteacher as appropriate.

For repeated behaviours, e.g. where pupils have not changed their behaviour, or serious incidents, e.g. deliberate physical violence or swearing, all staff must refer the pupil(s) to senior staff and ultimately to the Headteacher. It is the expectation that all staff work actively to promote excellent behaviour and respond actively to challenge unacceptable behaviour including a lack of tolerance for minor, repeated behaviours.

Violent behaviour, bullying, racial incidents, sexual harassment or theft.

These are totally unacceptable in our school and all such incidents should be reported to the Deputy Headteacher or the Headteacher.

The Headteacher is to be informed of all incidents which involve bullying or racist behaviour and the actions taken. These incidents are recorded and are reported to the governing body at each full governing body meeting.

Accusations against staff

The school follows the KCC procedures for any allegations made against staff that includes misconduct. Where a pupil makes a malicious accusation against staff the school will work with parents to develop an appropriate set of sanctions to avoid this being repeated. The school takes its pastoral responsibility for its staff seriously in these situations and will ensure that staff are supported, referring staff to organisations such as KCC Support Line as well providing a nominated support person in school.

Searching and Screening pupils for inappropriate materials or equipment

The school follows the latest guidelines for school staff published by the DfE. Wherever possible, searching and screening will be undertaken by the Headteacher or a member of the Senior Leadership Team.

The power to use reasonable force and physical intervention in unacceptable behaviour

The school has developed a set of guidelines describing its procedures for 'positive handling' to manage times when physical intervention may be necessary. These are attached as an appendix.

Exclusion

The school will make every effort to avoid the exclusion of any pupil but there may be exceptional circumstances which result in a pupil being excluded from school. This is at the Headteacher's discretion.

Governors will always be kept informed of serious situations through the Chair of Governors. The school follows DfE regulations on exclusions from school (see link below) and will notify the Local Authority and access advice and support from the Local Authority in the event of any exclusion.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Other school policies or documents to be consulted in conjunction with this policy:

Anti-Bullying Policy
Governor's Written Statement of Behaviour Principles
Crockham Hill School Home-School Agreement
Racial Incidents Procedure
Teaching and Learning Policy
KCC Whistle blowing policy
Safeguarding Policies
KCC Procedures for Allegations against Staff

Appendix 1

Crockham Hill C E Primary School

Positive Handling (Physical Intervention) Policy

Introduction

Staff have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This policy aims to safeguard children and to reduce the risk of staff being falsely accused of improper or unprofessional conduct. This policy works in line with the school's policy for promoting positive behaviour. Positive handling guidelines are to be considered alongside the KCC guidelines on positive handling.

This policy works alongside the most recent guidance published by the Department for Education 'Use of reasonable force advice for Headteachers, staff and governing bodies' (2012), which is attached as an appendix.

School Ethos

The ethos of our school is vital to the way in which children and young people perceive themselves as part of our school community. It determines the extent to which pupils feel they belong to the community and as a result will impact on all aspects of behaviour. We aim to achieve a positive, calm and facilitative environment in which children can develop and learn.

At Crockham Hill School we believe that a key factor in being a successful school is the provision of a broad and balanced curriculum appropriately differentiated to stimulate and engage all pupils. Where this is achieved in conjunction with the provision of an effective personal and social education curriculum it is more likely that a calm and orderly learning environment will exist.

We recognise that a reward based rather than a punishment orientated ethos, which rewards good behaviour and attitudes and avoids whole group sanctions, is more likely to bring about desired behaviour. Similarly the use of any form of force as a punishment as well as being unlawful is unlikely to induce positive attitudes and behaviour in children.

Staff will develop relationships with pupils based on mutual trust and respect. Such relationships will be the firm foundation for communicating expectations regarding individual learning targets as well as managing all behaviours.

A supportive ethos within our school will also be determined by the extent to which both children and staff feel safe and supported in school. Although not the norm, there is a recognition that some staff may experience verbal and physical assault whilst working with children. It must be made clear to all staff that they should not expect or accept such abuse. Similarly it must be made clear to them what course of action is open to them when abuse occurs. All staff work within the context of the guidance on "Preventing Violence to Staff" sections 11 contained within the KCC Framework for Health and Safety. This policy works alongside both the KCC and the school's own Health and Safety policies.

Core Principles

Every child and young person needs security, stable and caring relationships and a dependable and predictable environment in order to develop self-discipline and control.

Behaviour management is the educational process, which involves the use of authority to bring about change. Children and young people are guided through their participation in this process towards socially acceptable, self-controlled and responsible behaviour.

Challenging behaviour is neither a new phenomenon nor restricted to a chosen few. It is a developmental rite of passage that impacts on individual children at different times and with differing levels of intensity. Testing boundaries should therefore be viewed as natural.

Each incident needs to be considered and understood in context i.e. the total picture of the child including their life experiences to date. Interventions or responses to behaviour should be made following serious attempts at involving the child in the behaviour management process.

Definitions

In considering the use of reasonable force to control and or restrain children and young people it is essential that there is clarity about the terms that are used to describe physical interventions when they occur. For the purposes of this policy and resulting guidance the following definitions will be used to describe:

- Escorting - Accompanying for protection or guidance. The level of compliance from the child being escorted and the degree of physical force being used by the member(s) of staff will determine whether this act should be considered as a restraint i.e. was the child being overpowered in order to be escorted.
- Holding: - To assert authoritatively. The degree of force used in relation to the level of co-operation and compliance being displayed by the child that determines when holding becomes restraining. The higher the level of force the more likely the action will be deemed restraint. Ultimately it will rest upon whether the child was overpowered and had no choice but to remain in the hold.
- Restraint: - Physical control as defined by the application of force with the intention of overpowering the child to prevent them from harming themselves or others or damaging property. See attached document for more information.

The Headteacher, or other staff authorised by the Headteacher to have control or charge of pupils, are expected to use reasonable force to prevent a child or young person from doing or continuing to do any of the following;

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others
- Causing damage to property (including pupil's own property);
- Engaging in behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher or authorised person is on school premises, and when he or she has lawful control of the children concerned elsewhere e.g. on a field trip or other organised out of school activity.

Legislation does not specifically detail what action staff should take to protect him/herself from attack. However everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. The judgement about the degree of force will always be made in the context of the perceived physical threat i.e. how badly injured would the person be if they had not taken steps to defend themselves.

School Policy

Where the aim of physical intervention is to maintain good order it is essential that the member of staff takes into consideration the extent to which any such action might exacerbate the situation. The age and understanding of the child must be taken into account. **Physical intervention should not be used to replace good behavioural management.**

Authorised Staff

Legislation confers the responsibility for all staff to use reasonable force to control and or restrain children. However, we have trained staff who can be called – Kerry Mayes, Laura Pickerill, Jo Francis

Planning for Incidents

There are a wide variety of incidents in which reasonable force might be appropriate, or necessary, to control or restrain a child.

Generally there will be three main categories:

- a) Where action is necessary in self-defence or because there is an imminent risk of injury for example;
 - A child attacks a member of staff, another child or is self-harming
 - Children are fighting
- b) Where there is an assessment that risk of injury or significant damage to property for example:
 - A child is engaged in, or is on the verge of committing deliberate damage to property.
 - A child is causing, or at risk of causing injury or damage by accident by rough play, out of control behaviour or the misuse of objects.
 - A child is running in a corridor or on a stairway in a way, in which he or she might have or cause an accident likely to injure him or herself or others.
 - A child tries to leave the school without permission and such an action is judged to put them at risk within the community.
- c) Where a child is behaving in a way that is compromising good order and discipline:

- A child persistently refuses to obey an instruction to leave the classroom.
- A child behaves in a way that is seriously disrupting a lesson i.e. that learning becomes impossible for other members of the class.

Where the school is aware that a child is likely to behave in a way that may require physical control or restraint, it will be essential to plan how to respond if and when the need arises. Such plans need to address:

- Managing the child (strategies to de-escalate the conflict, what holds to be used, what form of words are most likely to lead to calm).
- The involvement of the child and their parents / carers in developing the plan thus ensuring all parties are clear about what action will be taken and why.
- Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with the particular behaviour).
- Planning where appropriate how additional support can be summoned in the event of the plan being used.
- Ensuring that the individual needs of the child are taken into account, in some instances it will be necessary to consider the physical / health needs of the child in order to ensure that holds are safe.

Reasonable Force

During the course of any physical intervention use of the voice is likely to be the most effective tool available to staff in seeking to de-escalate the situation. Holds and restraints should be chosen with this in mind and staff should attempt to communicate with the child at all times.

- 1) 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.
- 2) 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.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) 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.
- 5) 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.
- 6) 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.

Staff should not act in a way that might reasonably be expected to cause injury, for example by:

- Holding a child around the neck, by the collar, or in any other way that might restrict airways and circulation.
- Slapping, punching or kicking

- Twisting or forcing limbs against a joint
- Tripping a child
- Holding a child by the hair or ear
- Holding a child in a prone position (except in exceptional circumstances)
- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

The use of any prone restraint (lying on back or front) should only be used in extreme circumstances and when all other techniques have either been tried and failed or the judgement of staff is that it is the only way to safely control extreme aggressive and challenging behaviour. Should either of these techniques be used then the following will apply:

- The technique (lying on back or front) will only be used by staff specifically trained for the purpose.
- The incident will be recorded in detail as prescribed in this policy and that information will be used to plan for the future the emphasis will be on how to avoid the situation arising again. The content of the plan will be shared with the pupil, parents and carers as well as colleagues from other agencies where appropriate.
- The use of the technique will be carefully monitored by someone not involved in the restraint. Careful attention should be paid to the amount of time that the restraint is applied. It may be necessary to call other agencies to the scene if the child is failing to calm and there is concern about the safety of extending the use of the technique beyond 4 to 5 minutes.
- Regular checks to ensure breathing and airways are clear are imperative during the use of the technique.
- It is vital that a contemporaneous written record of any occasion when the use of force has been made is established, The record sheet in appendix 1 should be used and passed to the Headteacher.

The report should be kept securely within the school and individual staff should retain a copy for their own use.

The record should be used to assist all concerned with planning to avoid repetition of the incident that caused the use of force. Similarly the record should be used to analyse what worked well and how it might be replicated as part of a planned response to out of control behaviour in the future. The outcome of all such planning should be captured in a written plan that is shared with the child and their parents or carers.

Staff involved in an incident should be provided with support. They may need time to reflect upon their involvement in the incident and calm themselves before continuing with their duties. Similarly children involved in an incident will need time to calm down and reflect upon their part in it. It is only when children are provided with the opportunity to consider alternatives to the behaviour that caused the incident that any learning will take place.

Reference: **Use of reasonable force, Advice for head teachers, staff and governing bodies 2012**
DfE

Appendix 2

Record of physical intervention

Date and time of incident:		
Where did it happen?	Child/ren involved:	Staff member(s) involved in physical intervention:
	Any vulnerable children involved – SEN, disability, medical, social	Names of any adult witnesses:
What happened to lead up to the incident? Include anything that was said, what was done, how long it lasted etc.		
What actually happened? Include anything that was said, what was done, how long it lasted etc.		
The reason that force was used and the nature of the force used, degree and type of hold		
Response of child/ren and outcome of incident		
Details of any injuries including marks to the skin and any first aid and/or medical attention required		
Details of any damage to property		
Signed: PASS TO THE HEADTEACHER IMMEDIATELY		Date:

Appendix B

Record of incident follow up

Follow up Including post-incident support and any disciplinary action against pupils	
Any information about the incident shared with staff involved in it and external agencies	
Any complaint lodged? Details to be recorded elsewhere	YES/NO
Original report compiled by: Name/role Signature Date	Follow up report compiled by: Name/role Signature Date

Use of reasonable force

**Advice for head teachers, staff and
governing bodies**

