



Behaviour and Anti- bullying Policy

(Including guidance on Physical Intervention)

Ratified May 2019.

Shirley Warren Primary & Nursery School in a [Rights Respecting School](#) (link)



Article 3

The best interests of the child must be a top priority in all actions concerning children.

This policy is a statement of the aims, principles and strategies for positive behaviour management. It reflects our values of ambition, respect and equality.

As a Rights Respecting School, we at Shirley Warren Primary & Nursery School expect and encourage all members of our community to treat each other with fairness, honesty, consideration and consistently high standards of behaviour from all members of our school community. Everyone has the right to be safe in school, pupils have the right to learn without disruption and teachers have the right to teach without disruption from unsatisfactory behaviour.

Bullying of any kind is unacceptable at Shirley Warren Primary & Nursery School.

We recognise all the protected characteristics of the Equality Act 2010 and commit to respect them. We aim to prevent all forms of discrimination, harassment and victimisation related to the protected characteristics for all members of the community.

We avoid using physical intervention whenever possible. We always follow the DfE Guidance: Use of Reasonable Force.

Aims

1. To promote self-discipline and ensure good learning behaviour
2. To create a community where everyone treats each other with respect.
3. To establish guidelines for excellent behaviour and ensure everybody follows them.
4. That everyone understands what bullying is and what they should do if it occurs.



Shirley Warren pupils understand they have rights under the UN Convention on the Rights of the Child and that they must respect them.

A system of rewards and sanctions is used to fulfil the aims of the policy:

Systems used to support positive behaviour

Positive behaviours that may result in praise and rewards include:

- Kindness and consideration.
- Good friendship skills
- Positive learning behaviours such resilience, perseverance, curiosity, independence, reflection and teamwork.

Unacceptable behaviours that may result in sanctions include:

- Aggression and violence towards pupils or adults
- Rudeness or verbal abuse to pupils or adults
- Purposely unsafe behaviour
- Damage to school property
- Behaviour that would make it difficult for others to learn.

We have agreed whole school values.

- All classrooms will start the year by agreeing its own class charter based on the rights. Each class display their negotiated Rights Respecting Charter.
- All KS1 and Early Years Foundation Stage classrooms will display the schools four stage behaviour ladder.

We encourage good behaviour in the following ways:

- Key Stage 2 children receive rewards and sanctions that feed into certificates over time.
- Key Stage 2 children use a package called Clasdojo to support rewarding children.
- Nurture Group use an adapted system based on specific praise and leaves for the tree.
- One child each day receives star of the day. The child with the most leaves at the end of half term is rewarded by a dip in the treasure chest.
- Teaching specific learning skills
- Each child starts the week with all of their Golden time in place
- Specific verbal praise - directed at positive learning behaviour
- Positive comments on children's work
- Sending children for a Head Teachers Reward
- Entry in the Golden Book which results in a special sticker

- Friendship certificates for being kind
- Lunchtime reward raffle ticket
- Recognition in Celebration Assembly
- Positive notes home
- Phone calls home
- Earning individual stickers, certificates and tokens toward class rewards
- Achievements celebrated in newsletters.

Each KS1 and Reception class has a 'Rewards and Sanctions Ladder'. Each pupil has a peg with their name on and moves their peg up each stage of the process, as appropriate. The green side represents positive learning behaviour following the class charter; the red side is used as a sanction step system in response to unacceptable behaviour.

The Reward Stages Green:

FS & KS 1	KS 2
Stage 1 Praise	<ul style="list-style-type: none"> ● Teachers reward individual children with Dojo rewards. ● Learner of the week rewarded linked to learning behaviours ● Children receive certificates to celebrate 5, 10, 15 or 20 weeks of sanction free behaviour. At 20 weeks the children get to choose a prize from the 'treasure chest' in celebration assembly.
Stage 2 Sticker for me	
Stage 3 For my class	
Stage 4 Head Teacher Award	

The Sanction Stages Red:

FS & KS 1	KS 2
Stage 1 Warning	Warning (verbal or discrete yellow card)
Stage 2 Time to think	1 st and 2 nd sanction (all sanctions from here are recorded using ClassDojo)
Stage 3 Time out (10 minutes in other class)	3 rd sanction- Time out (10 minutes in other class - typically partner year class)
Stage 4 Visit head or deputy	4 th sanction - visit Head or Deputy for rest of the session with the work they are meant to be completing..



All sanctions result in lost Golden Time.

KS1 = each peg up is 2 minutes lost golden time.

KS2 = each sanction is 2 minutes lost golden time.

Where pupils display persistent unacceptable behaviour an individual plan involving strategies and targets will be introduced and monitored Head/Deputy. This can include individual behaviour strategies, friendship club, ELSA support, supported play rota with responsibility tasks, target charts, mentors.

Parents will be contacted if the school has any concerns regarding their children's behaviour when additional support to the class system is required.

Exclusion may be considered in the event of a serious breach of conduct which may include; hurting another person, verbal abuse, or persistent disruption. Parents/carers will always be contacted.

Lunchtime

MDSAs and TAs reward positive behaviour with raffle tickets. These contribute to the class reward system. If a child has a ticket they either put up their peg or have a Dojo reward. In addition the stubs of the tickets are entered into termly raffles in the final celebration assembly. Unacceptable behaviour will be addressed by MDSAs and TAs. If repeated or severe the children will be taken to the Head teacher / Deputy.

Exclusions

Behaviours which may result in fixed term exclusions include:

- Violence towards pupils and / or staff
- Persistence disruption to the smooth running of the school
- Risk taking behaviour that put themselves or others in danger
- Damage to school property.

Exclusion Procedure

- Pupils may be excluded in line with LA exclusion procedures, this includes lunchtime exclusions.
- Following exclusion pupils attend a meeting with the Headteacher, a parent/carers is also asked to attend. During this meeting assurance is sought from the pupil that the behaviour which led to the exclusion will not be repeated, **it may be necessary to put steps into the pupils day to ensure they are well supported e.g. break club, lunch**



club, reporting to the Head teacher at strategic points during the day – this will be explained during the meeting. If appropriate individual behaviour plans are used.

- Where a pupil has been out of school for a period, a careful plan is set up for the pupil's return so that recurrence of previous poor behaviour is minimised.
- Permanent exclusions should be used as the last resort, when all other reasonable steps have been taken.

Fixed Term Exclusion

Where a pupil is excluded from school for a fixed period, and is able to return to the same school on a date specified by the Head Teacher. (1993 Act) No pupil may be excluded for more than 15 days in the aggregate in any one term. If the fixed term exclusion is for over five days, the school must provide the child with full term education from day six. The Headteacher will inform parents of the arrangements for this in writing.

Permanent Exclusion

Where a pupil has been permanently excluded and may not return to the same school. (1993 Act) The Local Authority must provide full time education from day six of a permanent exclusion. Parents will be notified of the arrangements.

Parents have right of appeal for Temporary and Permanent Exclusion

Parents

The Education and Inspections Act, 2006, gives parents the legal responsibility for the supervision of their child during exclusion. The law also says that your child should continue his or her education whilst excluded. Children should remain at home during school hours and should not be seen in public places without good reason. Parents could be prosecuted should this not be adhered to.

Head Teacher

The Head Teacher will use his/her discretion to decide upon the appropriate stage necessary in any given circumstance.

The Head Teacher is the only member of the school staff who has the power to exclude a pupil from school. (In his/her absence this authority is delegated to the next senior teacher.)

When excluding a pupil the decision will be put in writing and given to the parent/carer, with details of their rights. The school will notify the LA forwarding a copy of the letter of exclusion



and completing the Notification of Exclusion Form. The Head Teacher will notify other relevant professionals e.g. education psychologist as appropriate.

To support improved behaviour the SENCo works class teachers, teaching assistants, ELSA and where appropriate external agencies to help pupils modify the behaviours that are likely to lead to exclusion.

Governors / Monitoring

- Governing Bodies will create a sub-committee to consider the exclusion of a pupil from school in accordance with the requirements of the Education (School Government) Regulations 1989.
- Governors are notified of exclusions via the HT report

LA

All decisions to exclude a pupil from school are considered by the Director of Education's representative, if necessary, the LA can amend or revoke a Temporary Exclusion.

If the Head Teachers decision to permanently exclude a pupil is upheld, the LA is required by law to provide parents with a letter of final decision and an invitation to appeal; against that decision to an independent Appeal Committee.

Parent, Carer and Adult Behaviour

The code of conduct applies equally to parents/carers, staff, LA officials and visitors when on the school site.

Use of Physical Intervention

Physical Intervention is considered as a last resort to support young people in times of crisis:

- Physical Intervention should be avoided wherever possible.
- It is never a substitute for good behaviour management.
- Other methods of managing and de-escalating any situation which arises should be tried first, unless this is impractical.
- The main reason for intervening physically is to keep people safe.

This policy sets out the circumstances in which physical intervention might be appropriate and discusses the meaning of "reasonable force". It adheres to section 550A of the Education Act 1996, and complies with the LA guidelines, including the Health and Safety at Work Act



Planning to avoid Physical Intervention

At Shirley Warren Primary & Nursery School we are proactive and **plan** to avoid Physical Intervention wherever possible.

This is achieved through:

- Our Behaviour Policy, which promotes positive behaviour management strategies and outlines how a Positive Behaviour Management Plan might be used with specific children. A Positive Behaviour Management Plan details how we arrange support in the areas of:
 - risk assessment
 - early intervention
 - preventative measures
 - proactive measures
 - planned support
- We use a multi-agency support for children with challenging behaviour.

Authorised Staff

Only staff who have undertaken training to use specific physical intervention techniques (eg. Team Teach) should be authorised to use these on young people.

However, everyone has the right to use reasonable force to prevent an attack against themselves or others, whether they are formally authorised or not.

When to intervene with reasonable force?

The following categories would be considered legitimate situations in which to consider physical intervention as a last response:

1. Committing a criminal offence.
2. When there is risk of injury to self and/or others.
3. When there is risk of significant damage to property.
4. When a young person is behaving in a way that is compromising good order and discipline*.

(*In Shirley Warren Primary & Nursery School, we avoid using physical intervention in the latter circumstance. We recognise that intervention may exacerbate the problem, and good order may not be achieved.)



Physical intervention should only be chosen as an option when the following judgements have been made:

- Alternative calming and defusing strategies have failed to de-escalate the situation.
- This response is in the paramount interest of the young person.
- Not intervening is likely to result in more dangerous consequences than intervening.

Examples of situations in categories 1, 2 and 3:

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A pupil is running in a corridor in a way in which he or she might have or cause an accident likely to injure him or herself or others.

Examples of situations in category 4:

- A pupil persistently refuses to obey an instruction to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

In these two situations, we would remove the class to a safe place rather than intervening physically.

- A pupil leaves the classroom or school grounds.

In this situation, we assign members of staff to watch out for the pupil's safety. If the child leaves the grounds, we will not give chase, as this is likely to put the child in more serious danger – running across roads etc. We will follow the child calmly, asking the child to make the safe decision to come back into school. We always contact parents if a child leaves the school grounds, even if the child comes straight back. In more serious situations, we will also contact the police.

What is Reasonable Force?

There is no **legal** definition of reasonable force, so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may



reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

If Physical Intervention is necessary

Before intervening physically we, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. We continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical intervention will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and we should never give the impression that they have lost our temper, or are acting out of anger or frustration, or to punish the pupil.

Recording Incidents

We make a detailed, contemporaneous, written report of anywhere physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Immediately following any such incident the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards using the form in the Physical Intervention Guidelines for Schools.

We inform parents formally and seek their cooperation, for example, by drawing up individual behaviour management programmes or by putting pupils on behaviour diaries.

For any child where Physical Intervention has been required at least once, we will have a Challenging Behaviour Consultation with the Educational Psychology Service and produce a Positive Behaviour Management Plan.



Power to search pupils without consent

In addition to the general power to use 'reasonable force' described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- 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.

Force cannot be used to search for items banned under the school rules.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

The full LA guidelines on Physical Restraint should be read in conjunction with this policy.



Ratified by WGB May 2019

To be reviewed May 2020.