

Amble Links First School
Behaviour Policy



Date Written: November 2022
By: Paul Heeley/Louise Lightley
Adopted by Governors: January 2023
Date for Review: January 2025

This policy should be read in conjunction with school policies for Safeguarding, Anti-Bullying, Equalities, Online Safety and Tackling Radicalisation & Extremism (PREVENT); Staff/relatives,

At Amble Links First School the vision we strive to achieve states that we are a *'happy, safe and welcoming'* place where all are *'expected and challenged to perform and behave to a high standard in every aspect of their school life'*. Our Behaviour Policy is a key document to support the achievement of this vision. We believe that the quality of teaching, learning and behaviour in schools are inseparable issues, and the responsibility of all staff.

Policy Aims

At Amble Links First School we believe that every member of the school community should feel valued and respected, and that everyone is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can learn and work together. We aim to provide a supportive environment where everyone feels happy, safe and secure.

Our behaviour policy is **not** primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the fact that we expect every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a **consistent** way.

This policy aims to help children grow in a safe and secure environment, and to become positive and increasingly independent members of the school community and develop the 3Rs of Amble Links First School of being: Responsible, Resilient and Respectful.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

Roles

All adults in school

It is the responsibility of all adults in school to ensure and model high standards of behaviour at all times, and that children behave in an age-appropriate and responsible manner. Key to this is ensuring that all pupils are provided with an appropriately engaging curriculum that meets their individual needs at all times.

Adults in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Adults treat each child fairly, and enforce our school behaviour guidelines consistently. Adults treat all children in school with respect and understanding.

Adults are aware of children's individual needs and respond appropriately to these.

Staff liaise with the Special Educational Needs Co-ordinator (following our SEND policy) should they believe that additional behaviour support is required.

The class teacher regularly reports to parents about the behaviour and progress of each child in their class. Staff will also contact parents if they have concerns about the behaviour or welfare of a child.

Staff will promptly record relevant behaviour incidents using the CPOMS system.

Teachers will give time for whole class discussions about behaviour where appropriate.

The role of School Leaders

School Leaders will set the expected standards of behaviour for the school and support staff in their implementation of this policy. They will communicate the expected standards of behaviour to all relevant stakeholders.

School Leaders keep and review records of all reported serious incidents of misbehaviour and take appropriate action.

School leaders ensure that all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour. This is detailed in the Staff Handbook.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of Governors

The governing body is responsible for:

- Reviewing and approving the school's vision.
- Reviewing the behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

The role of Parents

We believe we must work in partnership with parent/carers on all aspects of a pupil's education including their behaviour.

We expect and actively encourage parents to engage with school staff regarding their child's behaviour and support the implementation of our behaviour policy.

We are aware our parents too must behave appropriately towards the school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice if such actions occur and it is considered appropriate, as such behaviour is not acceptable and cannot be tolerated.

Rewards and Sanctions

We praise and reward pupils for good behaviour in a variety of ways:

- Staff congratulate children verbally and in writing on a day to day basis in their marking and through day to day rewards including stickers
- Weekly assemblies for parents include awards of 'Star of the Week' and 'Star Worker' awards as well as 'Homework Hero'.

We employ a comprehensive system to support positive behaviour and to ensure a safe and positive learning environment.

We employ sanctions appropriately to each individual situation and pupil. Sanctions used may include: verbal reprimand, loss of a period of playtime/lunchtime, limited use of certain areas of playground/field, a short ban from particular games (eg football), limiting proximity to particular pupils, close supervision by an adult at playtime.

Sanctions can only be applied by a paid member of school staff, while on the school premises or in the care of the member of school eg. On a school trip, and will always be applied fairly. We have a staff/relative policy to ensure fairness when relatives of staff members are involved.

Systems

Staff must use their professional judgement and knowledge of individuals involved when applying the system in order to make this most effective.

Classroom Steps for dealing with **minor behaviour issues** (minor disturbances/irritations/failure to complete tasks to the best of their ability). These are displayed in every classroom and children are regularly reminded of them and their importance.

1. Child is reminded that a behaviour is inappropriate
2. A second reminder/warning is given, and told that this is a second reminder
3. Child is moved from where they are sitting to another area of the carpet/classroom
4. Child is moved away from all other children in the class

5. Move to another classroom for up to 10 minutes
6. Sent to a member of the Senior Leadership Team if inappropriate behaviour continues.

UNDER NO CIRCUMSTANCE SHOULD ANY CHILD BE LEFT UNSUPERVISED OUTSIDE A CLASSROOM.

CHILDREN SHOULD BE REMINDED OF THESE STEPS AT REGULAR INTERVALS THROUGH WHOLE SCHOOL ASSEMBLIES, CLASS DISCUSSIONS AND DISPLAYS.

At lunchtimes and playtimes the following steps will be taken to deal with minor behaviour issues:

1. Child is reminded that a behaviour is inappropriate
2. Child is reminded for a second time that a behaviour is inappropriate
3. Child is given a final verbal warning that the behaviour is inappropriate
4. Child must stay with an adult for up to 10 minutes
5. Child sent to member of the Senior Leadership Team.

Serious Behaviours

Sanctions/ Possible Sanctions

- Children who have persistently misbehaved at playtimes or failed to complete tasks to the best of their ability may miss their break time. This will only occur during the school day eg. playtimes or lunchtimes. A member of staff is timetabled to be available in the ICT room at playtimes and lunchtimes to supervise pupils where necessary. Should this not be available the child should be referred to member of SLT or be closely supervised by an adult when outside.

Adult Intervention

Children persistently involved in minor disturbances may be referred for additional adult support (this could be the ELSA, School Nurse or member of the senior leadership team) to discuss the issues and, where necessary, parents may also be included. A record of these discussions will be recorded on CPOMs.

More Serious Behaviour

We have five more serious behaviour issues which we consider unacceptable:

- **Swearing**
- **Aggression towards others or property (including hitting, kicking, biting and persistent play fighting)**
- **Repeatedly refusing to do as a member of staff asks**
- **Bullying**
- **Stealing**

If these behaviours are witnessed or reported, the child will be sent to a member of the Senior Leadership Team to investigate and determine an appropriate sanction. If it found that the behaviour has occurred the following process is the usual line of action (although SLT member does have discretion when considering the child's age and circumstances of the situation):

- The child may receive a yellow card, this acts as a first warning to the child that this behaviour is not acceptable. A record of a child receiving a yellow card will be logged on the CPOMS System. The first yellow card acts as a warning for the child and should be kept in their drawer at school – parents are not informed on this occasion (except in the case of bullying).
- If a child receives a second yellow card during a half term, the child's parents will be asked to come into school to discuss the ongoing problems and reminded of the next consequence;
- A third yellow card during a half term, will result in a red card. A red card means that a pupil will be excluded from school at lunchtimes for one week. Parents would need to arrange for the child to be supervised at home during this time. This is formally recorded as an exclusion and is reported to governors and to the Local Authority. At the end of each half term all yellow and red cards are ripped up by the child in front of their class who clap to celebrate a 'new start'.

Any child receiving 2 red cards in a school year will also be made subject to a behaviour contract drawn up between school, child and parents.

The school does not tolerate bullying or abuse of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We have separate policies for anti-bullying and child-on-child abuse.

Staff must use their professional judgement and knowledge of individuals involved when dealing with any incidents of breaches in an age appropriate manner in order to make this most effective.

The Use of Reasonable Force/Physical Intervention

Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of other pupils, reasonable force may be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the pupil is not responding to a verbal request help should be sought before intervening. Any incidents where physical intervention has taken place will be logged on CPOMs.

We have an additional policy for Physical Intervention (see Appendix 1)

Pupil Behaviour Outside the School Gate

Teachers have statutory power to discipline pupils for misbehaving outside the school premises. They 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

- 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.

Discipline will only be carried out following detailed investigation and in accordance with the staged sanctions laid out in this policy. On occasions the school may deem another agency more appropriate to deal with the incident or issue. Eg Police.

Managing Pupil Transition

We are aware that children find moves between schools and classes unsettling. We provide appropriate support and guidance whether they start at the beginning of the school year or arrive part way through. As a school we have a range of approaches to support this **(see appendix 2)**

Confiscation of Inappropriate Items

Pupils may be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item, these are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). They can be searched on the school premises or if elsewhere, where the member of staff has lawful control or charge of the pupil. Eg on a school trip.

Any prohibited items listed found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. If deemed appropriate, the item will only be returned to a parent.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary as a last resort. The school follows the most recent national guidance on exclusions. We refer to this guidance in any decision to exclude a child from school and liaise with the Local Authority's Inclusion Team.

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body will form an appeals panel and will consider any exclusion appeals on behalf of the governors.

There are county support systems available for pupils requiring exclusion.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Staff Development and Support

Staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme.

We will provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour through training programmes, specialist advice and learning from more experienced staff.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning behaviour incidents. These incidents are logged on CPOMs. The class teacher records minor classroom incidents on the system as necessary.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1- Guidelines for Physical Intervention

These guidelines are based on the idea that physically restraining pupils will be as a last resort and occur rarely, and only when there is no alternative in theirs' and other's interests and safety. These guidelines are in line with the Department for Education's 'Use of Reasonable Force' document (July 2013).

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.

Reasonable adjustments will be made for disabled children or children with SEN. Where reasonable force has been used in school parents will be informed and a record of this intervention will be kept on the CPOMS system.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with school's complaint policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made.

Training

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property.

Responsibility may conceivably involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control.

Physical restraint should at no time be used as a threat, as punishment to the pupil or to force compliance with staff instructions when there is no risk of injury or serious harm to property.

Physical restraint will only be used in the following circumstances:

- i. The child is attempting to harm himself/herself, or his/her actions may result in harm.
- ii. There is a risk of physical injury to a member of staff or a member of the public
- iii. Damage to property is being caused
- iv. It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken
- v. The child is engaging in any behaviour prejudicial to the maintenance of good order and discipline in school

Wherever possible, staff should exhaust a range of appropriate behaviour management strategies aimed at preventing the situation from reaching the point at which physical intervention becomes considered – for example, discussion, persuasion, diversion, a brief period of withdrawal from the main group. Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then they should:

- i. Give clear instruction warning pupil that unless they conform, then physical restraint will be applied
- ii. Calmly explain to the pupil that staff are unable to allow them to damage or hurt others, once they have calmed down and is no longer posing a threat then the restraint will cease.
- iii. Summon help from another member of staff, to assist and where possible one other to act as witness.

- iv. Use only the minimum force necessary to prevent injury or damage, and apply for the minimum amount of time.
- v. Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self- control.
- vi. Reassure the pupil that no harm will follow.

Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, with due consideration given to the safety of other staff and pupils and the good order and discipline in the unit, staff involved will be given the opportunity to take time out.

The school's agreed reporting procedures will be followed:

- Details of the incident will be logged on the CPOMS system
- Parent(s)/Carer(s) to be notified
- Outside agencies to be notified where necessary

Following an episode of restraint, the staff concerned must report the incident to the Head teacher or other designated person. It is important that details of the incident are recorded as soon as possible. It is advisable that the recording and reporting takes place before the member of staff leaves the school premises on the day the incident occurs.

Following any incidents every effort will be made to allow staff to reflect and discuss what happened and why, and assess future implications for the management of the pupil and their behaviour.

If possible discussion should take place between senior management, staff and pupil directly involved to encourage the pupil to face up to the problem and its consequences. If at all possible such a meeting should include parents.

It is the Head teacher's responsibility to ensure incident reports are read as soon as possible and his/her own comments will be recorded. It will also be the responsibility of the Head teacher to ensure feedback to staff and pupil takes place and those subsequent meetings or behaviour management plans are arranged.

The Head teacher will monitor the use of restraint, including consideration of:

- The appropriateness of physical intervention
- The attempts at defusing situations
- Correct post-restraint procedures have been carried out
- The need for individual behaviour management plans or involvement of additional support from other agencies
- The need for staff training

The Head teacher will ensure that reports of incidents are correctly recorded with copies sent to parents and other services as appropriate. The Head teacher will include incidents where physical intervention has been required in their termly report to governors.

Appendix 2 - Managing pupil transition

We are aware that pupils find moves between schools and classes unsettling and so we provide appropriate support and guidance whether they start at the beginning of a school year or arrive part way through. We recognise that changes can cause anxiety and if not carefully managed can adversely affect pupils' motivation, attitude, attainment and behaviour.

We have 3 main types of transition:

- Moving into our school.
- Moving out of our school.
- Moving to a new class each September.

Moving into our school

The Headteacher will meet with the new parents and pupils before they start to go through our vision and expectations. The headteacher will also complete a 'New Pupil Induction Form' with the parent. This will be cross referenced through a telephone call with the headteacher of the previous school. Parents and pupils will be taken on a tour of the school and introduced to their new class teacher and other relevant members of staff.

The new class teachers will then meet with the parents once the pupil has started to go through class routines and expectations. The class teacher will choose a buddy from the class to support the new pupil to help them to settle in. The teacher will also introduce pupil to our ELSA.

Moving out of our school

Summer Transition - All children spend a day in the summer term at their next school where they meet staff and other pupils who will be in their year group. The headteacher and class teacher liaise with staff at the receiving school about attainment and behaviour during a visit in the summer term. The Year 4 teacher and ELSA listen to individual anxieties and support the children with them. If they feel that a further visit to the next school is needed, this can be arranged and is done so on an individual needs basis. The headteacher will ensure that any relevant information is passed to the receiving school. This will include all pupil records kept on the CPOMS system.

Transition at other times of the year – The headteacher will ensure that any relevant information is passed to the receiving school. This will include all pupil records kept on the CPOMS system.

Moving to a new class each September

Each class teacher meets with the previous class teacher to discuss attainment, groupings and behaviour prior to the start of the new school year. Children spend a transition day in their new class in the summer term where they work with and get to know their new teacher and classroom staff. Class teachers are granted access to the CPOMS records for their new pupils in September.

THIS POLICY IS AVAILABLE IN LARGE PRINT IF REQUIRED