



## **Banham Community Primary School Behaviour and Discipline Policy inc. Exclusions and Positive Handling**

### **1. Aim**

Everyone in Banham Community Primary School will be valued for who they are and for what they could become. Our behaviour policy will endorse and promote the sense of value of each individual and for each other.

### **2. Values**

Systems will be put in place to ensure that:

- School is a safe, calm and caring place
- Good behaviour and fair discipline enables effective teaching and learning
- The spiritual, cultural, mental and physical development of children is enhanced
- Respect for others and property; honesty, trust and fairness; self respect and self discipline are nurtured.

#### The Principles behind the management of the behaviour policy

Children have a right to learn and Teachers have a right to teach. Good behaviour is a necessary condition for effective learning and teaching. In our school, we focus on the positive, reinforcing good behaviour. Our rights, responsibilities, rewards and sanctions are shared with the children at the beginning of each term. These are displayed around school and in each classroom.

This policy is written on a basis of:

- Shared beliefs
- Shared values
- Shared agendas
- Shared actions
- Shared responses

***It is essential that this policy is applied consistently throughout the school. The following table outlines the expectations of all members of the school community:***

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Parents</b>
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	

### 3. Managing Behaviour

#### 3.1 Proactive Behaviour Management

The best form of behaviour management is to work proactively to prevent behavioural issues becoming problematic before they happen. To this end, we employ several strategies to enable this to happen:

##### a) Rights and Responsibilities

These are in lieu of school rules and are things which pupils must follow at all times, some of which have been set by the class teacher and follow the same guidelines for each class, others have been agreed by the whole staff and are followed at breaktimes, lunchtimes etc. Working with the school council, we have produced a set of 'Rights and Responsibilities' that children are encouraged to understand and adhere to. They encourage a reflective attitude to behaviour.

Our school **Responsibilities** are:

- To work hard, to do our best and to make the most of school
- To make sure everyone is happy and do our best to help them if they are not
- To listen, to ask questions and talk to people to help our learning
- Not to distract others
- To set an example to other children, and to make everyone proud of Banham Community Primary School
- To respect everyone and value our differences
- To value our learning at school, and think about how we want to improve in the future
- To be trustworthy

Our school **Rights** are:

- To rich and varied and enjoyable learning experiences
- To be happy and to know who can help if we aren't
- To be listened to and to be given the opportunity to ask questions and learn from different people
- Not to be distracted
- To be proud of our school
- To be respected
- To be helped to improve
- To be trusted

##### b) Social and Emotional support

'Behaviour is another form of communication' is an adage which we remember at Banham Primary School. To this end we employ proactive social and emotional support programmes to help children recognise their

behaviours and work hard to achieve them. PATHS (Promoting Alternative Thinking Strategies) forms the basis of our PSHE programme and is reinforced throughout the school. This is supplemented by THRIVE where a trained member of staff performs diagnostic tests on the social and emotional wellbeing of children and offers intervention as necessary. We also utilise our Before and After School club for social and emotional support at times. Furthermore, the school is starting to look at Growth Mindset principles.

These issues are also reinforced through our behaviour reflection sheet (see Appendix B).

#### c) Positive break and lunchtimes

We recognise that most behavioural issues can occur in the less structured times outside of the classroom. We make these times as positive as we can for children through:

- Clear positive lunchtime training and expectations for MSAs
- Named Senior MSA to oversee lunchtimes and encourage the positive ethos
- Well-resourced environment
- Trained Peer Mediators which support low-level disputes
- 'Time Out' area in school mobile classroom (also Before and After School Club) which is manned by our THRIVE-trained member of staff. This area can be self-chosen by children or they can be instructed to spend time in there as a consequence.

#### d) Effective Classroom management

Teachers ensure work is aimed at the correct level of challenge and engages and interests children as far as possible. Other classroom management principles such as seating plans and environmental layout are also considered as necessary to ensure the best possible learning behaviours.

Following on from work with Osiris Education, each class also employs an 'effort levels' system which reinforces effective learning behaviours and for which children can earn acknowledgement or consequences.

### **3.2 Positive Recognition**

A shared understanding of what is expected and why gives teachers more opportunities for praising and rewarding (i.e. positive recognition) those children who are behaving well.

Positive recognition will:

- Encourage pupil's self esteem
- Reduce problem behaviours
- Create a positive classroom environment
- Help to teach appropriate behaviour
- Establish positive relationships

Every day pupils and staff are expected to adhere to their responsibilities. Alongside whole school rewards, teachers can decide which form of recognition they will use to reward good behaviour.

## Rewards

Verbal praise	Should be worthwhile praise and care taken not to praise for just turning up!
Written praise	Should be worthwhile praise and care taken not to praise for just turning up!
Effort Levels and Learning Apples	<p>Each class will agree with their class what different levels of effort look like.</p> <p>Each class will then have a display showing and describing these levels. Each child will have their own name or photo on the board which is moved up or down depending on the effort the child is putting in to their – or others’ – learning.</p> <p>The effort levels could be related to class themes (‘High Flying Wrens’) or a topic (‘Reach for the Stars’ in a space topic)</p> <p>Each child will also have their own apple – this may even be on the board itself – and when a child works at the top effort level they can put a sticker on their apple.</p> <p>When a child has achieved 5 stickers on their apple (this can be reviewed to be fewer or more dependent on age group and regularity) then the apple will be dated and shown in Friday assembly and they will be able to put their apple on the big apple tree in the hall and their name can appear in the newsletter.</p> <p>At the end of the year all the apples will be taken off of the tree and taken home.</p>
Special mentions in whole school assembly	Each week teacher shares good work and identifies <b>one</b> child from their class for a special mention. These children sit out the front on the Friday

	assembly and receive a certificate
Given a responsible job/monitors	
Reward stickers and stamps	
Team Points	<p>Each child is a member of a school team (Rout, Gaymer, Murton, Chapman) and for some events and activities (notably sports day) the children are grouped in these teams and can compete for their team. We will also consider splitting children up for other themed days into cross-phase classes.</p> <p>Team Points can also be earned in books, for politeness, etc. They are totalled each week and contribute to the Team cup at the end of the year.</p>
Leaving the classroom first	
Golden time	
Choosing an activity	
Teacher contacting parents	
Sent to Head teacher to show good work	

### **3.3 Consequences**

There are underlying principles behind consequences.

- A consequence will occur every time the pupil chooses to disrupt.
- Consequences will be given in a calm, professional manner.
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour
- Children choose to misbehave if their behaviour is 'conscious'.
- EVERY DAY IS – AS FAR AS POSSIBLE – A FRESH START

#### **Consequences**

Using the consequence ladder, unacceptable behaviour is divided into 6 bands:

1. Unacceptable behaviour identified
2. Verbal warning – including why the behaviour is unacceptable (identifying Rights/Responsibilities and/or effort levels)
3. Name on board
4. Separation for an appropriate length of time within class or partner class.
5. Loss of privilege (ie golden time, some break time)
6. Parents contacted and Headteacher informed if appropriate
7. Sent to Headteacher

Any children who are put into the bottom effort level should have their name immediately recorded on the board and given a period of time (dependent on age) to move themselves up. Failing to do so, or going into the bottom effort level twice in one day, should result in a consequence.

Consequences for children who consistently misbehave should be recorded in the pastoral care folder by either the teacher or teaching assistant.

Misbehaviour at break time and/or lunch time should be counted in the consequences.

At the end of each session (morning/afternoon) all names should be removed from the board – EVERY DAY IS – AS FAR AS POSSIBLE – A FRESH START.

At lunchtimes and breaktimes, poor behaviour will be initially referred to the class teacher. If the class teacher is unavailable, it will be referred to the Head teacher.

## The Severe Clause

The Severe Clause will come into effect when there is:

- Swearing
- Vandalism
- Deliberately hurting someone/fighting
- Other serious behaviour such as racism
- Spitting
- General and prolonged unacceptable behaviour
- The head reserves the right, dependent on the seriousness of the incident, to implement any stage of the Severe Clause at any time.

<b>STEP</b>	<b>ACTION</b>	<b>NOTES</b>
<b>ONE</b>	Discussion with Head Teacher	Head discusses incident with child and outlines the full range of Severe Clause. Records behaviour in SC journal. Head keeps child for the rest of the session with work to complete. Parents contacted.
<b>TWO</b>	Child misses break	Child misses morning break time or 30 minutes of lunch time. They will be given a reflective activity to complete such as a general reflective sheet (see Appendix) or letter of apology. Recorded in SC journal. Parents contacted
<b>THREE</b>	Child misses two breaks	Child misses two break times. Recorded in SC journal. ( As above) Parents contacted
<b>FOUR</b>	Parents invited to school.	Parents, child, class teacher and head teacher discuss the behavioural difficulties. Actions put in place (ie report card; home/school communication book)
<b>FIVE</b>	Internal Withdrawal.	If there is no improvement seen over an agreed period of time, the Head informs parents that child will be given an internal withdrawal, where they will be given work to do on their own supervised by a member of staff. The child will have break and lunch separately from their peers.
<b>SIX</b>	PSP	A PSP will be written and discussed with Parents/Carers and the child.(This may be discussed with outside agencies). If there is a persistent problem the head teacher, the SENCO and class teacher will draw up a Pastoral Support

		Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including lunchtime supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers.
<b>SEVEN</b>	Temporary Exclusion	Any fixed term exclusion beyond 5 days the LEA and Chair of Governors will be informed and a decision will be made whether to exclude the child for a further period of time. Parents will have the right to appeal.
<b>EIGHT</b>	Permanent Exclusion	

A Severe Clause Record Book will be kept by the Head teacher.

Every child has a FRESH START each term (unless they have reached Step Seven on SC).

### **Early Years Foundation Stage**

The Early Years Foundation Stage shares the principles, ethos, expectations rules and rewards of the school. However, due to the organisation of the day in the Early Years Foundation Stage the consequences of inappropriate behaviour are different. There are 6 bands of consequences:

1. Inappropriate Behaviour
2. Warning
3. Redirection
4. Time Out
5. Talk to Parents
6. Headteacher involvement

Although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

Although most incidents will be dealt with by progressing through the stages of the consequence ladder, extreme behaviour or serious incidents may require more than one jump up the consequence ladder and depends entirely on the situation.

## Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have access to this policy in classes in order that behaviour management is consistent throughout the school.

### 3.4 Exclusion

The **headteacher** will:

- be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she is the only person who can make a decision to exclude a pupil
- ensure that the policy and all procedures are in line with current legal requirements
- ensure that all staff receive appropriate support, advice and training in managing pupil behaviour in order to minimise the risk of needing to exclude a pupil
- ensure that staff work closely with parents and relevant specialist agencies when managing challenging behaviour
- in the event of an exclusion, officially inform the pupil's parent of the period of the exclusion, or that the exclusion is permanent
- give the reasons for the exclusion
- advise the parent that he or she may make representations about the exclusion to the governing body
- advise the parent how and to whom his or her representations may be made
- advise the parent of the days on which he or she will be responsible for ensuring the pupil is not found in a public place
- if applicable, advise the parent of the latest date by which the governing body must meet to consider the circumstances of the exclusion of more than five days in one term either where the parent has requested a meeting or where the exclusion would result in the pupil missing a public examination
- in the case of a fixed-term exclusion, advise the parent of the date and time when the pupil should return to school
- advise the parent of any alternative educational provision, including location, dates of attendance and so on
- if appropriate, advise the parent of the date, time and details of the reintegration interview

- ensure that suitable full-time education is arranged for excluded pupils from the sixth school day of any fixed-period exclusion
- notify within a school day both the LA (i.e. the school's maintaining authority) and the governing body of the details of the exclusion, including the reason for it in the case of:
  - permanent exclusions and fixed-period exclusions which are converted to permanent exclusions
  - fixed-period exclusions totalling more than five school days in any one term
  - any exclusion that would result in the loss of an opportunity to take a public examination
- arrange a reintegration interview with parents following the expiry of any fixed-period exclusion of a primary-aged pupil, or of an exclusion for more than five school days of a secondary-aged pupil. The interview will be conducted by the headteacher or a senior member of staff and its purpose is to assist the pupil's reintegration and engage the parents in promoting the improvement of his or her behaviour.

The **governing body** will:

- promote positive behaviour by celebrating the achievements of pupils and by participating in final warning meetings to encourage pupils to make full use of the opportunities the school offers them.
- review the headteacher's exclusion decisions
- dismiss exclusions that do not relate to a disciplinary issue and consider complaints about other circumstances under the complaints procedure
- receive training to equip themselves to discharge their duties properly
- consider whether to establish a discipline committee. If so it will consist of at least three members. The headteacher may not be a member
- ensure that all exclusions meetings are clerked.

In cases of:

- permanent exclusions and fixed-period exclusions converted to permanent exclusions
- all fixed-period exclusions totalling more than 15 school days in any one term
- fixed-period exclusions totalling more than five school days in any one term, where the parent expresses a wish to make representations to the governing body
- exclusions that would result in the loss of an opportunity to take a public examination

the governing body (or discipline committee) will meet to:

- consider the circumstances in which the pupil was excluded
- consider any representations about the exclusion made by the parent and by the LA
- consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

The timescales and requirements about presentation of evidence as set out in the *Guide to Law for School Governors* will be followed at all times.

Students will be consulted when rules are being developed and will contribute to the monitoring of impact.

Parents will be encouraged to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters.

Parents and students will be aware that the school has an equal opportunities policy and will be consulted when monitoring the impact of the policy on different groups by race, gender and disability.

Where the governing body has upheld a permanent exclusion, parents may appeal against its decision to the local authority. The decision of the local authority panel is binding on the parties. If the parent considers that there was maladministration by the appeal panel, he or she may make a complaint to the Local Government Ombudsman or the Secretary of State, depending on what the arrangements are in the local authority (from September 2011 it is expected that complaints can only be made to the Local Government Ombudsman).

Where a reintegration meeting is arranged following a fixed term the parents' presence is crucial. A parent's failure to attend may be a factor taken into account by a court when considering whether to impose a parenting order, if one is applied for at some future time.

The school follows the guidance set down in *Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion.* (DfE, 2012)

## 4 De-escalation strategies and Positive Handling

All staff have been trained in the 'Norfolk Steps' Training programme.

As a result, we recognise and fully understand that not all children choose to behave the way they do 'consciously'. Some children, as a result of their experiences, have developed subconscious behaviours.

With such children, *external* discipline will not always work – in fact it is often unlikely to, and when it does, only results in a short term change. Our aim as a school with such children is to empower them with *internal* discipline.

In essence, subconscious behaviours are behaviours that choose us. These are based on anxiety, fear, frustration, confusion etc. These can also be medical, habitual, entrenched and learned behaviours.

With such behaviours, it is important to be sure of what happens before, during and after situations, or 'crises'.

We have an understanding of the 'Roots and Fruits' background to these behaviours. Some examples from the Norfolk Steps Training materials are:

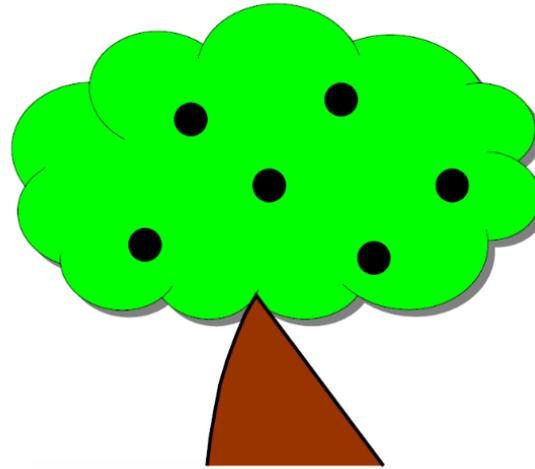
# Roots and Fruits



Behaviours

Feelings

Experiences



Behaviours

Violent Rude Vandalism Dismissive  
 Refusal Walking out  
 Bullying No effort Destruction  
 Screaming Running off  
 Personal remarks Attacks

Feelings

Helpless Hopeless Failure Depression  
 Victimised Apathy Angry Sad Hung  
 Irrelevant Uninspired Useless Pain

Experiences

Failure Abuse Loss Neglect Family  
 Life experience Exclusion Bereavement

Behaviours

Committed Enthusiastic Participating  
 Dedicated Producing work Polite  
 Involved Leadership Appreciative  
 Successful Inspiring Listening  
 Communicating

Feelings

Involved Valued Respected Included  
 Relevant Inspired Interested Safe  
 Happy Supported Optimistic Excited

Experiences

Success Inclusion Support Consistency  
 Boundaries Respect Positive relationships  
 Forgiveness Engaging curriculum  
 Inspiring adults



## 4.1 Before a crisis develops

With such behaviours, children are more likely to exert behaviours that could result in harm to themselves, other children, or property. As such, we at Banham Community Primary School will use de-escalation strategies with such children in order to prevent that from happening.

The sequence for such behaviours will be:

Positive Phrasing

'Come join us for a story'

Limited Choice

'Would you like to sit on the chair or bean bag for the story?'

Disempowering the behaviour

'You can listen to the story from there!'

Consequence

'I will talk to you about that after the lesson, and we'll discuss what the consequence will be for you.'

We will avoid negative phrasing such 'don't be silly' or 'get in here now'.

We will also be mindful of our body language in such situations.

*Escalating* body language includes being inside of an outstretched arm, too close, toe to toe, eye to eye, blocking the path, aggressive gestures, or being over bearing.

*De-escalating* body language includes being outside of an outstretched arm, sideways stance, leaving an open door, relaxed hands, managing height.

When staff see a child about to have a critical situation, they will use a de-escalation script that is as follows:

- **David**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

With children who are known to the school to require such intervention on a regular basis will have a Risk Reduction Plan (See Appendix)

## 4.2 During a crisis

Section 93 of the Education and Inspections Act 2006 - Harm prevented

This enables staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Causing personal injury or damage to property
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise.

All photos are from the Norfolk Steps Training Materials

**a. De-escalation stance**

- Outside personal space
- Sideways position
- Open hands
- Soft knees
- Feet shoulder width apart
- Repeat de-escalation script

**De-escalation Stance**



- Soft knees, ready to respond
- Hands low to de-escalate

**b. Guiding and Escorting**

**Open Mitten**

- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

**Open Mitten**



### Closed Mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

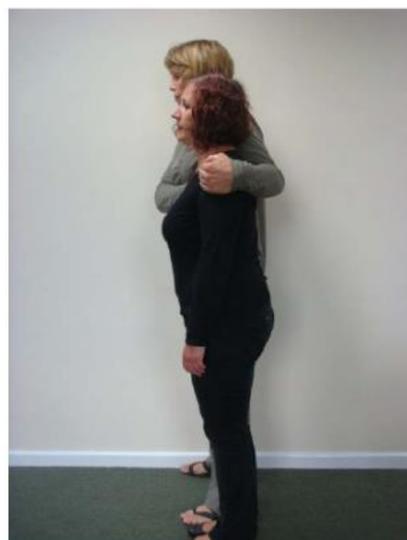
### Closed Mitten



### Supportive Hug

- Hip in, head away
- Side to side stance
- Closed mittens
- Hand on each shoulder
- Use 'de-escalation script'

### Supportive Hug



### Supportive Arm

- Hip in, head away
- Closed mitten
- One hand on shoulder
- One hand cupped around arm between elbow and shoulder

### Supportive Arm



### Open Mitten Guide

- Open mitten hand
- Guiding just above the elbow
- Adult positioned slightly behind with extended straight arm

### Open Mitten Escort

- Open mitten hands
- Child's elbows close to the body
- Guiding above elbows
- Arm across upper back
- Hip in, head away
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

### Escorting – Open Mitten



### **4.3 After a Crisis**

After such a crisis, children will be given the opportunity to reflect on their behaviour, repair any damage and restore any relationships.

A restorative approach focuses on the harm that has been done and how it can be repaired, uses the conflict to reveal feelings and needs, and through discussion ensures conflict is likely to happen again.

More simply, it involves asking

- What happened?
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make different choices next time?

Restorative questions might include

- What would you like to happen next?
- How can we move forward?
- How are you going to be friends again?
- If everything was going to be alright again, what do we need to do?
- How can you put this right?
- What would your dream solution be?
- If it was your job to make this better what would you suggest?
- How can we all make it OK for you to go back to class?
- What do you think “.....” might need?

As such, children will still have a consequence to their behaviour, but through the reflect, repair, restore technique they will identify that themselves, and thus contribute to improving their *internal* discipline.

### **4.4 Where a physical intervention has been used**

When a member of staff is required to use a physical intervention such as an Open Mitten Escort, the member of staff will be required to complete the form in the Appendix and give it to the Head teacher.

## **5. Screening and Searching**

The school follows the guidance outlined in *Screening, Searching and Confiscation: Advice for Head Teachers Staff and Governing Bodies* (DfE, 2011). The Head teacher authorises any member of the schools' teaching staff to perform searches, and may authorise other members of staff if appropriate.

## **Monitoring and Review**

The Head teacher will report to governors on behaviour incidents as part of his Head teacher's report to Governors. The policy will be evaluated annually.

**Reviewed: Summer 2016**

**Review due: Summer 2018**

**Signed..... (Head teacher)**

**Signed..... (Chair of Governors)**

**Date.....**



# Appendix A

## RISK REDUCTION PLAN – CHILD

<b>Child's Name</b>	
<b>Year</b>	
<b>Issue Date</b>	
<b>No. of Plans</b>	<i>Sheet of</i>

<b>Potential Harm</b>	
<b>Behaviour resulting in potential harm</b>	

<b>Risk Reduction Measures</b>	<b>Notes</b>
<b>Strategies BEFORE a crisis</b>	
<b>Strategies DURING a crisis</b>	
<b>Strategies AFTER a crisis</b>	

Signed..... (Class Teacher)

Signed..... (Head Teacher)

Date.....

# Appendix B Reflection Form

who... where... when

what happened  
first?

What happened  
next?

main problem

then what happened?

what did happen in the end

what could happen

how did you/they feel?

how did you/they feel?

how did you/they feel?

how did you/they feel?



## Appendix C

### Use of Physical Intervention Record

<b>Name of Member of Staff</b>	
<b>Name of Child</b>	
<b>Date &amp; Time of crisis</b>	
<b>What happened before the crisis</b>	
<b>What happened during the crisis, including the type of intervention</b>	
<b>What happened after the crisis</b>	

Signed..... Date.....