

Haytor View Community Primary School & Nursery

Pupil Behaviour Policy 2020 - 21



Learning together - enjoying success - aiming high - celebrating difference – enriching community

This policy is to be read in conjunction with DfE document: Behaviour and discipline in schools Advice for headteachers and school staff February 2014

Purpose:

At Haytor View Community Primary School and Nursery we have an open and transparent behaviour policy, which seeks to be flexible in supporting all children in developing effective relational approaches to managing their behaviour.

All children are expected to:

- Complete learning that is assigned to them;
- Demonstrate appropriate conduct;
- Demonstrate their commitment to good behaviour, self-discipline and respect;
- Not engage in bullying behaviours;
- Not engage in radicalisation or extremism behaviours;
- We believe that high-quality teaching promotes effective learning, pupil well being and good behaviour. We recognise and celebrate individual effort and success, so that all pupils feel valued and understand the progress they are making towards managing their well being and behaviour.

We support pupils in understanding their well being, behaviours and the impact of their actions on both themselves and others, focusing on the attributes of self-discipline and respect.

Our school values and the school behaviour policy aims to ensure clear expectations; a positive framework within which children and teachers are secure, encouraged and supported.

All children have an entitlement to having their learning, well being and developmental (including behavioural) needs met, in fulfilling this entitlement for all children it should not be at the detriment of an individual's or group of children's learning, development and well being.

We adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents are dealt with promptly and appropriately.

DfE Guidance:

- Teachers have the power to discipline pupils for misbehaviour which occurs in school, and, in some circumstances outside of school;
- The power to discipline also applies to all school staff (unless the headteacher says otherwise) with responsibility for pupils such as teaching assistants;
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction;
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits;

- Teachers can confiscate pupils' property;

What the Law Allows:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
 - 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

Rationale:

In order to provide a learning context which promotes the achievement and expectation from all pupils, effective behaviour management by teachers and teaching assistants is essential. For all pupils to achieve their potential, all pupils need to have positive behaviour and attitudes. In order for pupils to acquire these it is necessary that all staff adopt positive behaviour and attitudes. There must be an emphasis on recognising appropriate behaviour rather than focussing on inappropriate behaviour.

Each child is an individual and needs to be treated as such, therefore the policy provides flexibility in order to be responsive to the individual needs of each child. Also, it provides the flexibility to determine the appropriate strategies according to the age of the child.

All adults in school are encouraged to develop an appropriate and effective relationship with the children in their care, which promotes positive behaviour towards learning and well being and the learning and well being of others. Adults in school are expected to adopt a supportive and positive approach towards supporting children in their behaviour and development through both the verbal and non-verbal communications they engage with the child/ren. Our school behaviour policy has been developed to help the individual child to learn from all the different type of behaviour that they might show. We recognise that all behaviour is a form of communication.

We aim to realise our vision for our children by helping them to build their self-esteem, as we recognise low self esteem affects behaviour, learning and relationships.

Self-esteem is the personal picture that we have of ourselves, our strengths and our limitations. This self-image is built up by all the positive and negative responses of the people with whom we come into contact. Every child needs praise, success, recognition and affection.

A child can accept learning challenges and failure if he/she can draw upon their inner resources. A child with low self esteem either resorts to negative attention seeking behaviour or withdraws, which in turn negatively affects his/her learning and relationships and becomes a negative, self fulfilling cycle. Our job as teachers is to ensure that no child/teacher is trapped in a negative relationship.

Aims and Objectives:

We seek to create a caring, safe and secure learning environment in the school by:

- Promoting positive behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Promoting a sense of pride in their school and community;
Ensuring that all learners are of equal value;
- Promoting early intervention to support appropriate behaviours;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy;
- Ensuring that all pupils have entitlement to a broad, balanced and relevant curriculum that has the flexibility to respond to the diversity of needs and that successfully exploits and builds upon pupils' interests;
- All staff having high expectations of all children and demonstrate this;
- Providing equality of opportunity for all pupils;
- Ensuring that all pupils are educated in a caring environment in which all individuals are valued.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but nevertheless do take account of differences.

Enhancing self-esteem in our children

What is self-esteem?

- Self-esteem is the inner picture we have of ourselves. It is the value we give to our strengths and weaknesses.
- We have low self esteem if we think we are useless, incompetent, unpopular and of little use to society.
- If we have found self-esteem we know we are capable, liked and valued, we believe we can lead useful lives in society.
- Self-esteem is shaped from an early age by the important adults in our children's lives.
- Too much criticism, too many don'ts, too few cuddles, too little praise and encouragement when we are young leads to low self-esteem and feelings of failure.
- A child who feels a failure may have trouble making friends, fitting in, doing the best they can.
- A child who has sound self-esteem has a better chance of being successful in all areas of school life and of being confident to learn new things.
- It is helpful for all the children if the important adults in their life work together to share the same values and expectations.
- Parents and teachers working together towards the same goals can do much to build a child's self-esteem and make their school life happier and more fulfilled.

In order to build and enhance children's self-esteem we aim to:

- Creating the caring, safe and secure learning environment described above;
- Reward children for good behaviour and good attitude to others;
- Praise children for good deeds;
- "Catch them being good" where possible;
- Proactively address inappropriate behaviour
- Engaging parents in dialogue relating to their child's behaviour and development;
- Give children opportunities to show off their interests and skills in lessons, clubs, assemblies and special events.

Guiding Principles:

1. SEAL (social and emotional aspects of learning), 'R Time' and PSHE are all used to support children in developing the skills in managing their behaviour effectively;
2. Haytor View Primary School is committed to promoting a positive attitude towards good behaviour, where everyone recognises that all people will be treated fairly;
3. We believe that all individuals have the right to self-esteem regardless of the challenges they may be presented with, we do not 'label' the children in our care;
4. We consider all children need to be supported in being responsible for their own actions and are encouraged to make choices and take control of their behaviour;
5. We believe all children have the right to learn to the best of their ability;

6. We promote consideration of others and their property through honesty, kindness, punctuality, caring, courtesy, responsibility, respect and trust.
7. Children are encouraged to develop empathy, through reflecting on how others may feel in response to particular situations;
8. We ensure children are engaged in dialogue regarding their feelings and the feelings of others, during this time listening and communication skills are modelled and reminded;
9. All children are engaged and supported in taking responsibility for their behaviour according to their individual stage of development. Those children who demonstrate consistent 'appropriateness', will be supported in recognising their achievements;
10. Children are clearly informed when they are demonstrating appropriate behaviour, this is put into a context for them in order that they understand what they are doing which is particularly positive;
11. We believe in a partnership towards promoting good behaviour, this especially applies to the partnership of home and school;
12. We have a supportive policy for working towards good behaviour for those who find it difficult to live by the agreed rules;
13. There are regular opportunities to discuss the school values and how they support our environment and personal development;
14. Expected behaviours of children are made explicit and modelled by each of the members of staff within each team;
15. Parents are regularly informed about their child's behaviour.

School Values:

We seek to model and foster the following values:

1. Enthusiasm:

- Enjoyment for learning;
- Wanting to join in, follow instructions etc;
- Challenging their own learning.

2. Honesty:

- To be honest with their own behaviour;
- To be honest with their own learning.

3. Respect:

- To have respect for their learning environment and the learning environment of others;
- To have pride in what they and others do;
- To develop an understanding that respect needs to be developed between children and adults.

4. Independence:

- Making the 'right' choice;
- Development of independent learning and decision making skills;
- Taking responsibility for their learning and behaviour.

5. Perseverance:

- The ability to keep going/trying;
- To encourage others;
- To understand that things don't always work out as expected, and that this provides a learning opportunity.

6. Empathy:

- Kindness towards other people's feelings and circumstances.

Strategies for Supporting Children in Managing their Behaviour Positively (this list is not exhaustive):

- Frequent reminders for children about making the 'right choice';
- Individual discussions with children;
- Removal and return;
- Time out
- Feelings dial;
- Discussion with parents;
- Anger management plan;
- Pupil support plan;
- Tracking charts;

- Praise rewards;
- Positive feedback stickers;
- Marbles in a jar;
- Praise assembly;
- SEAL star cards;
- Responsibility badges;
- Certificates;
- Governor awards;
- Sticker cards;
- Use of the 'Blob Tree';
- Implementation of Thrive action plans;
- Playtime rewards;
- Behaviour chart;
- Simple reminders;
- Phone calls home;
- Letters home;
- Whole class treats;
- Thumbs up;
- Feelings discussion;
- Positive times with Learning Partners;
- Positive behaviour chart;
- Behaviour care plan;
- Opportunity for children to decide on rewards;
- Children talking responsibility for behaviour chart;
- Opportunities to discuss behaviour;
- Individual risk assessment;
- Peer observations of behaviour, suggesting where a child is demonstrating appropriateness or requires support.

Disciplinary Measures Used:

- A verbal reprimand;
- Repeating unsatisfactory learning;
- Loss of privileges;
- Missing break time;
- Detention during lunch time;
- Imposition of a task e.g. tidying; litter picking;
- Regular reporting e.g. scheduled uniform monitoring and other checks;
- Time out;
- Internal exclusion;
- Temporary exclusion;
- Permanent exclusion

Organisation:

School organisation:

Our school ethos/philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour we will:

- Actively engage children in developing the ethos of the school
- Engage children in dialogue regarding their behaviour
- Communicate clear, consistent expectations throughout the school
- Recognise and reward positive behaviour

- Create a caring, calm environment
- Provide a stimulating and differentiated curriculum
- Promote the children's involvement and commitment to all aspects of school life

Start of the Day:

- Teachers are present for the start of the school day and in their classrooms when children arrived;
- Children's names are consistently used by adults when speaking to them;
- Learning Partners are in the classroom for Time to Think;
- Teachers approach children when they entered the classroom and greeted them;
- Teachers initiate greetings with parents;
- Teachers follow up a greeting with those children who had entered the room unnoticed;
- Teachers follow up a greeting with those parents who had entered the room unnoticed;
- Teachers consistently establish eye contact when talking to children;
- Teachers are at the same level as children when speaking to them 1:1;
- Teachers initiate conversation with children;
- Teachers smile as they engaged with children and parents;
- Teachers move around the room engaging children in discussion as they were undertaking activities;
- Parents are acknowledged as they left;
- Teachers secure children's attention for transition from T2T to registration by approaching individuals or groups of children.

Classroom organisation:

Classroom routines and structures must be effectively communicated by teachers for both children and all staff. Where necessary, this may include the use of visual timetables to support children's understanding.

These routines include opportunities for pupil discussion regarding their actions, movement around the classroom, collection of learning, transitions between tasks and lessons and spaces, what children should do when they have completed their task, treatment of others and participation in lessons.

It is the responsibility of the class teacher to implement classroom structures according to the whole school ethos.

Children should be supported in understanding the reward system operated in each classroom, this should focus on positive modelling.

Children should be supported in understanding the impact of their behaviour and the decisions they make, this should not focus on punitive measures but sanctions which support children in understanding the role they play in taking care of themselves and others.

It is important for the children in each class to have clarity regarding the expectations of acceptable behaviour, this must be communicated effectively by the class teacher.

If a child has to be removed from the class for any reason this must be at the discretion of the class teacher and managed by the class teacher in a way which is supportive of the children understanding the impact of their behaviour and the actions required to repair the situation.

Particular consideration is given to the management of transitions for children.

Playtimes and other Non-Structured times

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. However, in order for all children to enjoy this time they need to behave in a way which is appropriate and supportive of themselves and others.

Although the children are supervised some find these times difficult to manage. To support children at lunchtime and break time we will endeavour to ensure that there are plenty of things to engage the children through the promotion of Purposeful Play.

If a child is struggling they will first be positively encouraged, then if necessary directed towards positive choices. Inappropriate behaviour will be monitored and should the behaviour continue then other support may be used for example: removal from the situation or talking with an adult to support reflection.

Any support needs to be shared with the class teacher at the end of playtime, in order that the child can continue to be effectively supported. The handover time at the end of play and lunch provides an opportunity for this to take place.

Organisation around school

Everyone is supported in making their school a place where effective learning happens.

People walk around the school in a manner which demonstrates an awareness of the activities which are taking place around them.

Respectable manners and behaviours are modelled for children e.g. saying please and thank you, holding doors open.

Children are given feedback in relation their employment of actions supportive of those around them.

Every attempt should be made to keep the environment clean and tidy and all property should be treated with respect.

Measures to Regulate the Behaviour of Pupils Outside of School Premises:

A Co-Head Teacher can as far as is reasonable, take measures to regulate behaviour outside of school premises outside of the hours of the school day. Where actions by a pupil outside of the school day could compromise the effective running of the school including discipline, or compromise the safety and well being of others, a Co-Head Teacher can take reasonable measures to address the out of school behaviours.

Support and Sanctions Managed by Teachers:

Support for Children when Behaviour is Disrupting the Learning of Others (prior to this the Teacher will have employed a wide range of the supportive strategies outlined above)

1. The teacher will give the child adequate opportunities to make the right choice;
2. The teacher will give direct guidance to the child to support them in making the right choice supportive of their inclusion in the classroom;
3. Where the above is not being effective, the teacher will engage the child in 'removal and return', removing them from the situation. The teacher will: clearly identify the behaviour which is requiring removal; succinctly identify for the child how their behaviour is affecting the learning of other children; succinctly identify for the child what their behaviour will look like when they return;
4. The child will be returned to the classroom and direct feedback will be provided by the teacher in relation to the required behaviours identified in step 3;
5. On their return if the child continues to find it difficult to effectively engage in the classroom environment, the above steps will be repeated under the direction of the teacher;
6. The teacher will positively engage the parent in dialogue in a timely and considered way, minimising any discomfort for the parent. The teacher will effectively communicate to the child's parent the difficulties their child has experienced and what the teacher did to support the child in overcoming the difficulty;
7. In exceptional circumstances where a child's behaviour significantly compromises the effectiveness of the learning environment or threatens an individual's safety a school leader will be engaged by the Teacher.
8. If at STAGE 3 the child refuses to leave under the teacher's direction the Phase Leader will be called upon;
9. If the child refuses to leave the room under the Phase leader's direction (as detailed above) a Co-Head Teacher will be called. This will result in the child's parents being contacted and being asked to take their child home as part of formal exclusion processes.

The purpose of Support and Sanctions:

- Provide an individual with time to reflect on the impact of their actions;
- Provide an opportunity for an individual to understand the behaviours they need to put in place;
- Provide an individual with the opportunity to remediate their behaviours;
- Support the child from repeating the behaviour;
- Provide assurance to other children that the child is being supported in understanding their behaviours.

When Employing Support and Sanctions teachers should:

- Make it clear they are dealing with the behaviour not the person;
- Be mindful that you are more likely to promote positive behaviour if children see them as fair;
- Avoid early escalation to severe sanctions;
- Avoid support and sanctions becoming cumulative or automatic (sanctions must take account of individual need, age and understanding);
- Avoid whole group sanctions;
- Use support and sanctions which are a logical consequence of the child's behaviour;
- Try to use support and sanctions which attempt to put right harm caused, wherever possible;
- Not use a sanction which is humiliating or degrading for a child;
- Always use support and sanctions in a calm and controlled manner;
- Ensure support and sanctions are consistent (e.g. if a sanction is mentioned pupils will understand that it will be used);

Link the concept of the support and sanctions to the concept of choice, so that children see the connection between their own behaviour and its impact on themselves and others, therefore increasingly taking on responsibility for their own behaviour.

Where Support and Sanctions do not meet the individual needs of the child:

Some children will have barriers which prevent them in being able to effectively engage with Wave 1 support and sanctions.

Where this is the case, the Phase Leader and Class Teacher will consider whether the development of a Behaviour Care Plan (BCP) will best meet the needs of the child. Where it is considered appropriate to develop a (BCP), parents will be engaged, along with other professionals where appropriate.

BCPs will be regularly reviewed, according to the school guidance. Monitoring and reporting arrangements will be implemented which are manageable, sustainable and not overly onerous for the class teacher.

Use of Thrive to support children experiencing Emotional Dysregulation

Children's emotionality and subsequent presentation can prevent them from being able to cope with the challenges presented in a school environment.

Where there is evidence that in spite of the support, sanctions and wider consideration (e.g. BCP) is not being effective for a child, the Phase Leader and Class Teacher will consider whether a Thrive assessment may best support a deeper understanding of the child.

Where it is felt that a Thrive assessment is appropriate, the following will take place:

- The child's name and Pupil Portrait will be provided the Leader of Learning and Development;
- A Co-Head Teacher will consider where the child is placed in the Thrive 'waiting list';
- The Parent will be engaged in the Thrive process, both in the initial assessment, target setting and review;
- Parents are expected to drive the Thrive process' when Thrive is appropriate it is generally as a result of environmental factors which sit outside of the school provision;
- Where a parent fails to engage in the Thrive process sufficiently, the impact of this will be detailed for the parent by the Thrive Lead Practitioner;

- If it is felt that the parent is not meeting the child's emotional needs as a result of their lack of support, consideration will be given towards a MASH referral or the Parent Worker will be engaged in an Early Help referral;
- Class Teachers will ensure Thrive plans are shared with Learning Partners, and time allocated to ensuring the child receives daily Thrive input.

Thrive Practitioners are managed by the school and funded via the school budget. The school does not take referrals or suggestions from other agencies that children should be 'Thrive'. The school manages its priority list, staffing and approach to Thrive.

Confiscation of Items:

The confiscation of items can be used in the following situations:

- The general power to discipline;
- Where staff suspect that dangerous items, stolen items or pornographic is being kept by a child. In this circumstance staff may conduct a search of the child's belongings without consent from the child or parent.

Use of Detention:

Detention is only used in exceptional circumstances, and only able to be enforced through discussion with a Phase Leader. Where detention is used:

- Parental consent is not required;
- The member of staff must act reasonably given all the circumstances as detailed in DfE guidance;
- With lunchtime detentions, children should have a reasonable time to eat, drink and use the toilet.

Discipline of Pupils Outside of the School Premises:

Teachers may discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. Teachers may discipline pupils for misbehaviour when the pupil is:

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

Teachers may discipline pupils for misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

Roles and Responsibilities:

The Co-Head Teachers and Phase Leaders are responsible for ensuring that this policy is implemented and for reporting to governors on its impact.

All adults will ensure that:

- They show respect for the children
- Children's names are consistently used by adults when speaking to them;
- Eye contact is used when communicating with children;
- Adults are mindful of height differences when communicating with children;
- They give praise and rewards for positive behaviour
- They value every child
- All learners are of equal value. We see all learners and potential learners.
- They have high expectations of both work and behaviour
- They set clear, common guidelines within the classroom and these are understood by all adults
- Where there are examples of inappropriate behaviour which need to be addressed we express clearly that it is the behaviour and not the child of which we disapprove e.g. we never tell a child that he/she is 'naughty', 'badly behaved' etc.

- They allow the children to explain their negative actions and make reparations as soon as possible
- They will always be aware that a child needs time to calm down, in a safe place, after an incident, before any meaningful discussion can take place. The amount of time required will depend on the individual child.
- They will establish a mutually respectful relationship with parents and carers.

School Leaders will:

- Ensure there is effective communication with parents and carers regarding the behaviour of children within their area of responsibility;
- Following the local authority guidance regarding exclusions;
- Monitor the approaches used by practitioners in supporting children in managing their behaviour;
- Monitor the impact of the policy in supporting all children in managing their behaviour and being fully included in the life of the school;
- Monitor the manner in which rewards are implemented ensuring consistency across groups of children;
- Promptly address practice where the principles of this policy are not being implemented;
- Provide positive role models for children and adults;
- Give positive praise to adults and children;
- Support effective communication between adults, children and parents;
- Use assemblies to support the development of social and emotional aspects of learning (SEAL);
- Be responsive to situations that arise and seek to positively resolve them;
- Seek the support of other professionals where appropriate to support the implementation of the behaviour practices;
- Support the effective transition within and between settings for children in a way which is supportive of individual need;
- In consultations with others determine when a CAF (common assessment framework) may be of benefit to a child experiencing challenge, in order to look at the 'whole' child in a multi-agency manner;
- Communicate the expectations of the behaviour policy to all staff and ensure it is part of the induction process for new staff;

Teachers will:

- Take the lead in the fostering of positive relationships with each of the children in their class;
- Provide a role model for additional adults developing positive relationships with each of the children in their class;
- In their interactions with colleagues demonstrate a positive attitude towards all children's learning and contribution;
- Promotes positive attitudes towards all children;
- Evidence positive interactions with all children;
- Focus on constructive relationships with all children;
- Focus on effective interactions with all children supportive of their learning and relationships;
- Have effective interactions with all children;
- Support children in valuing their learning and the role they have as learners;
- Demonstrate respect for all children's contributions to questions is demonstrated by teachers;
- Use effective strategies for managing the responses of all children;
- Frame questions to support all children in being aware of expectations
- Effectively communicate with all children;
- Use a range of strategies to support a supportive climate including;
- Provide an environment in which all children feel valued and supported;
- Ensure there is effective and prompt communication with parents and carers where concern arises regarding a child's behaviour;
- Treat children fairly and impose sanctions fairly;
- Adopt flexible approaches in supporting children in managing their behaviour;
- Recognise and celebrate individual achievement both in relation to learning and personal development (including behaviour);
- Be consistent with the approaches that have been set up with individual children, in order that individuals are clear as to how they are being supported;

- Be proactive in seeking support and advice from Phase Leaders as required, in order to be effective in managing behaviour and discipline in classes;
- Take the lead in supporting other adults who come into contact with children from the class, including Learning Partners and Lunch Time Partners;
- Liaise with external professionals and act on their guidance, providing timely feedback e.g. Educational Psychologist, behaviour support etc;
- Take the lead role in writing any individualised support programmes e.g. Pupil Support Plans, including the monitoring and feedback;
- Be positive role models for children;
- Endeavour to use positive language, praise and speak in a calm manner;
- Not allow children to see the anxieties of adults through how the adult communicates;
- Ensure there is purposeful and clear structure throughout the day; · Provide visible structures for children to follow; · Support class ownership over structures.
- Use SEAL, R Time, PSHE and class time effectively to support children in developing effective approaches to managing their behaviour;
- Be responsive to situations that arise and seek to positively resolve them; · To not be discriminative in the use of support, rewards and sanctions.

Learning Partners will:

- Have positive interactions with all children;
- Focus on constructive relationships supportive of learning during group time;
- Bring a calm approach which enables children to be calm;
- Have consistently positive & supportive interactions with children;
- Have relationships with children which are constructive;

Involvement of Parents/Carers:

- Teachers will positively engage parents/carers in the support of their child's behaviour;
- Teachers will support parents in understanding what their child does well;
- Teachers will support parents in successfully engaging with the schools Pupil Discipline Policy as well as the Home/School Agreement;
- Teachers will effectively communicate any difficulties a child is having and what they are doing to address the difficulty;
- Teachers will seek to work with parents in a constructive way to support a child in achieving their goals.

Involvement of Other Agencies:

As part of the school's SEND policies and strategy, the school has a wide variety of support to draw upon to support children with distinct needs. This support focused on consideration of how best to meet the needs of the child, through a holistic consideration of the child.

As part of the school's Child Protection policy, where there are concerns over the underlying motivations for a child's behaviour, a referral to the MASH (multi agency safeguarding hub) will be considered in conjunction with other professionals and parents.

Transition:

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are managed by the children's phase leaders, each child's needs are considered on an individual basis and plans developed accordingly.

Where there is a Behaviour Care Plan in place, this will be shared and handed over between Phase Leaders and Class Teachers.

The Role of Exclusion

Internal exclusions

Internal exclusions are part of the school provision as detailed above, children will be asked to go to the Phase Leader in the event that their behaviours is getting in the way of their own and/or other children's learning.

Loss of playtime is not used as a punitive measure. Playtimes are not used as a punishment for inappropriate behaviour. Nor is loss of playtime used as a means for children to complete learning.

Children may be required to stay in at playtime in order to support guided reflection and engage in follow up discussion with an adult following repeated inappropriate behaviour.

Formal Exclusions

Repeated inappropriate behaviour, which includes bullying and racist incidents, that does not improve following support programmes, parental involvement or sanctions may result in a fixed term or permanent exclusion of the pupil.

One off, incidents of a more serious nature may result in a fixed term or permanent exclusion.

Where parents have been asked to collect a child from school, formal exclusion processes are followed.

The child's age and the nature of any disability will be taken into account when these decisions are made.

The decision to exclude can only be taken by the Co - Head Teacher, (strategic) or in her /his absence by the Co - Head Teacher, (provision). Exclusions will follow the Devon Guidance on Exclusions.

The school follows the Exclusion Guidance detailed by the Local Authority, the school works with the Local Authority Inclusion and Reintegration Officer, in the management of fixed term and permanent exclusions

The Role of Governors:

- Have a First Committee of three members as required. The Co - Head Teachers will not be a member of this committee. The committee will have regard to any guidance given by the Secretary of State;
- They will review this policy annually;
- Have reported to them instances of Bullying, Discrimination and Exclusions;

Behaviours which are not acceptable at Haytor View Community Primary School and Nursery (this list is not exhaustive, but provides guidance):

Physical Assault Against a Pupil or Adult:

- violent behaviour
- wounding
- obstruction and jostling
- Fighting (with another child)

Verbal Abuse or Threatening Behaviour Against Another Child or Adult:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying, including:

- verbal
- physical
- homophobic bullying
- racist bullying (racist taunting and harassment/derogatory racist statements/swearing that can be attributed to racist characteristics)
- Cyber bullying

Drug and Alcohol Related:

- smoking
- alcohol abuse

- substance abuse

Damage:

- vandalism
- graffiti

Theft:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

Persistent Disruptive Behaviour:

- challenging behaviour
- disobedience
- persistent violation of school expectations of appropriate behaviour

USE OF PHYSICAL RESTRAINT (refer to use of 'reasonable force to control or restrain pupils' policy)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain the good order and discipline in the classroom.

DfEE Circular 10/98 sets out the three broad categories in which reasonable force may be appropriate, or necessary, to control or restrain a pupil.

- Where action is necessary in self defence because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property;
- Where a pupil is behaving in a way that is compromising good order and discipline''.

Examples of situations that fall within these categories are set out in paragraph 15 of DfEE Circular 10/98.

Circular 10/98, paragraph 17, points out that there is no legal definition of reasonable force. This will always depend on the circumstance of the case. 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.

Types of restraint which may be appropriate:

- Any holding tactic in which a young child is restrained without injury until the young child calms down.
- Physical contact with a young person designed to control the young person's movements which pose a danger (e.g. holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force – without causing injury - to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training).
- Physically preventing a young person from exposing themselves to possible danger by leaving the premises. In all of the above, the person exercising the restraint must be authorised and must have received appropriate approved training.

Relationship to Other Policies:

This policy is linked to the drugs, teaching and learning, anti-bullying and equality policies, and the home-school agreement.

The school acknowledges its legal duties with regards:

- The Equality Act 2010
- Statutory safeguarding requirements
- Statutory requirements for pupils with SEND
- DfE Doc: Exclusion from maintained schools, academies and pupil referral units in England
Statutory guidance for those with legal responsibilities in relation to exclusion September 2017

Review Arrangements:

This Policy is currently under review 2020 – 21, as the school engages with the Local Authority as part of a pilot 'Developing Relational Practice.'