

# *Pupil Welfare and Behaviour Policy*

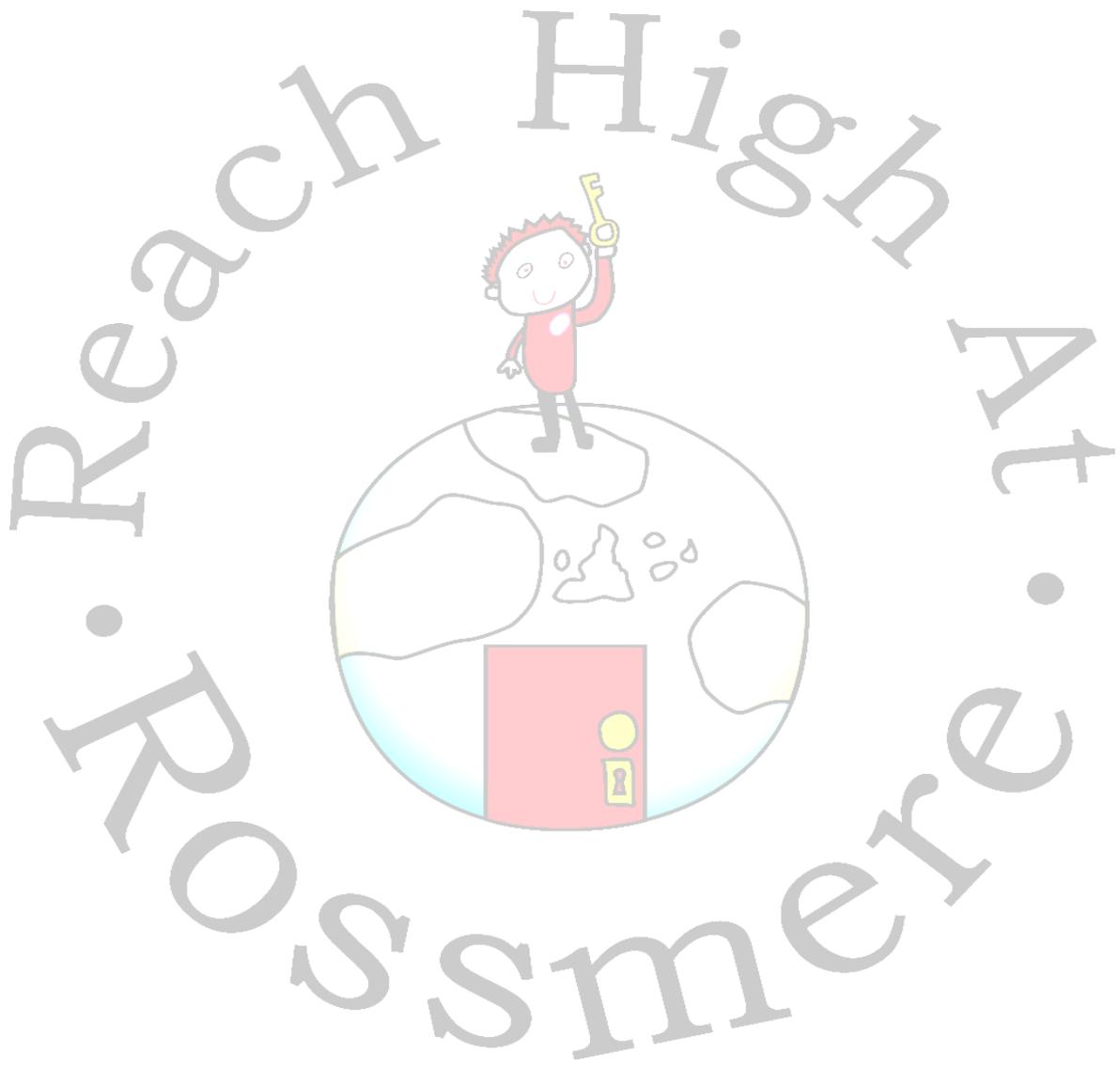
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**ADOPTED BY THE GOVERNING BODY**

**AUTUMN 2017**

**Policy Number 10**



# Pupil Welfare and Behaviour Policy

## Index

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<b><u>Contents</u></b>	<b><u>Page Number</u></b>
<b><i>Introduction</i></b>	<b>4</b>
<b><i>Rationale</i></b>	<b>4</b>
<b><i>Aims</i></b>	<b>5</b>
<b><i>Behaviour Guidelines</i></b>	<b>6</b>
<b><i>Dealing with Disruptive Behaviour</i></b>	<b>7</b>
<b><i>Behaviour Protocol – Appendix 1,2,3</i></b>	<b>8-10</b>
<b><i>Consequences , Detention and Intervention</i></b>	<b>11</b>
<b><i>The Thinking Room</i></b>	<b>12</b>
<b><i>Social, Emotional, Behavioural Difficulties</i></b>	<b>12</b>
<b><i>Changes in a Child’s Behaviour</i></b>	<b>13</b>
<b><i>Roles and Responsibilities and Success of This Policy</i></b>	<b>13</b>
<b><i>Policy Review</i></b>	<b>13</b>
<b><i>Understanding my Behaviour – Appendix 4</i></b>	<b>14</b>

# Pupil Welfare and Behaviour Policy

## Index

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### *Introduction*

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We believe that good standards of behaviour in all situations are the key to successful learning. This means that great importance must be placed on the management of behaviour if we are to fully support every child, and therefore the value of investing appropriate time in raising awareness; understanding and promoting co-operation should not be underestimated. We recognise that constant focus is required by everyone involved in order to maintain good behaviour in all settings.

### *Rationale*

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We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments (preferred term is consequences) within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.

A calm, orderly environment is essential if children are to learn and it is agreed that it remains the responsibility of the school to provide such an environment where every child and teacher can make effective use of lesson time for the real purpose of education.

Our policy aims to provide the framework which will enable an orderly environment to prevail and one which allow all members of the school community to concentrate upon its chief purpose.

Children have different characters and needs. One single group of children will show a range of different behaviours and needs, but in recognising similarities and differences it becomes easier to achieve good behaviour.

In a climate of inclusion every child needs a personalised approach to their specific behaviour needs and it is accepted that strategies which support one child may not necessarily support another. We must be flexible in our approach and always use appropriate means of working with every child.

Managing behaviour is not an activity which school can or should do by itself. Parents/carers are very much part of the process as is the support which can be provided by different agencies. All groups working within a framework of shared understanding through good communication are crucial to overall success.

Just as parents/carers and agencies are important then so too are the children themselves. It is therefore expected that every child is fully involved in the management of behaviour all of the time, again within a framework of understanding through good communication.

### *Aims*

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Our behaviour policy will

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour

and

- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour

as well as

- Identify the ways that we will work with parents/carers, children and other organisations

The chief aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour
- The shared and agreed identification of what we consider to be good and unacceptable behaviour
- The establishment and shared understanding of class and school rules
- Agreed consequences when rules are not followed
- A firm, consistent and fair approach across the school
- An opportunity at each stage for children to understand what they have done and how their actions affect others
- An opportunity at each stage for children to make amends and redeem themselves
- An opportunity for children to learn from experiences
- To support and protect every child
- The full involvement of parents/carers at an early stage
- A shared understanding of what will happen if .....
- Encouraging children to take responsibility for their actions
- The use of circle time and PSHCE/SMSC to generate open discussion about issues
- A readiness and willingness to be flexible and use a variety of strategies especially in those cases where children can't conform to the normal expected patterns of behaviour

All members of staff have a responsibility to monitor and report how well children follow our rules. Rules need to be reinforced throughout the year demonstrating with examples.

### **Class rules**

At the beginning of the school year teachers should invite and discuss contributions from children about class rules which include:

- Follow instructions straightaway
- Keep unhelpful hands, feet, objects and comments to your self
- Use a quiet voice unless told otherwise
- Let others work without your interruption
- Only use acceptable language
- Put things away in their proper place even if they don't belong to you
- Listen carefully without interrupting others
- Put your hand up to answer a question unless told otherwise

Class rules will need to be revisited throughout the year.

### **Promoting Good Behaviour**

Rossmere Primary School is a supportive school with a caring ethos and no matter what behaviour challenges have to be dealt with it is important that we always try to remain as positive as possible in all situations. We recognise that at times this can be very challenging and therefore it is crucial that we always work together and fully support one another at all times.

At School in order to promote good behaviour we will:

- Use circle time to celebrate
- Give verbal and written praise whenever it is due
- Award Team Points
- Provide opportunity in assemblies for children's achievements to be noted
- Mention children in the weekly newsletter
- Grant privileges e.g class monitor, helping Senior Leadership Team and admin staff, become a Nursery Friend or Play Leader.

*Sweets will not be used as a reward*

### **Positive environment**

A key factor for managing and developing good behaviour is our school climate. Our ethos of care, forgiveness, recognition of individual need and worth should prevail at all times.

This can be obtained through

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- The example set by members of all staff in their relationships and communication with children
- The support and relationships that members of staff have with one another
- The sense of community within the school and that all children are ambassadors for us
- Interesting and well prepared lessons that cater for individual need
- A colourful and stimulating environment in and around the school building
- Employing staff who have an interest in children's development and who want to make a positive difference
- A close, open and honest relationship with parents/carers and other professionals
- Varied opportunities for children with different gifts and talents to see these celebrated
- A recognition that we are all different and that there is no 'best fit' model for a human being

## Rules

We will use a minimum number of rules which must be clearly communicated to children, parents/carers and other adults on a frequent basis.

As a school we expect everyone to

- Show respect to individuals, groups and property
- Support one another

and

- Show consideration in all situations

Children will be encouraged to achieve these by:

- Being friendly and polite
- Calling people by their preferred name
- Moving around school quietly and without running
- Following directions from all staff straightaway and without questioning
- Looking after and caring for personal and school property
- Being kind and helpful to those in need
- Keeping unhelpful hands, feet, objects and comments to ourselves
- Showing appropriate body language

### *Dealing with Disruptive Behaviour*

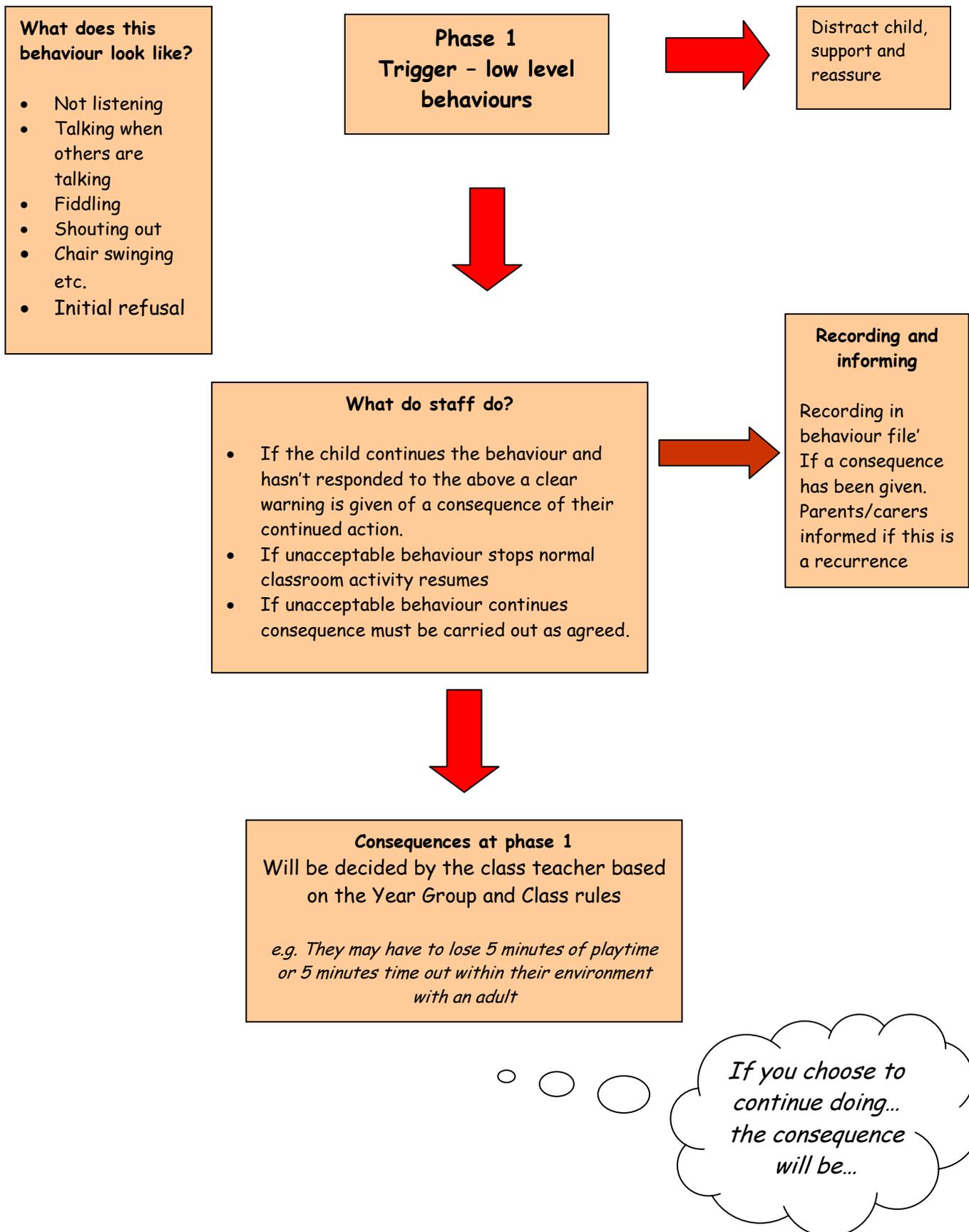
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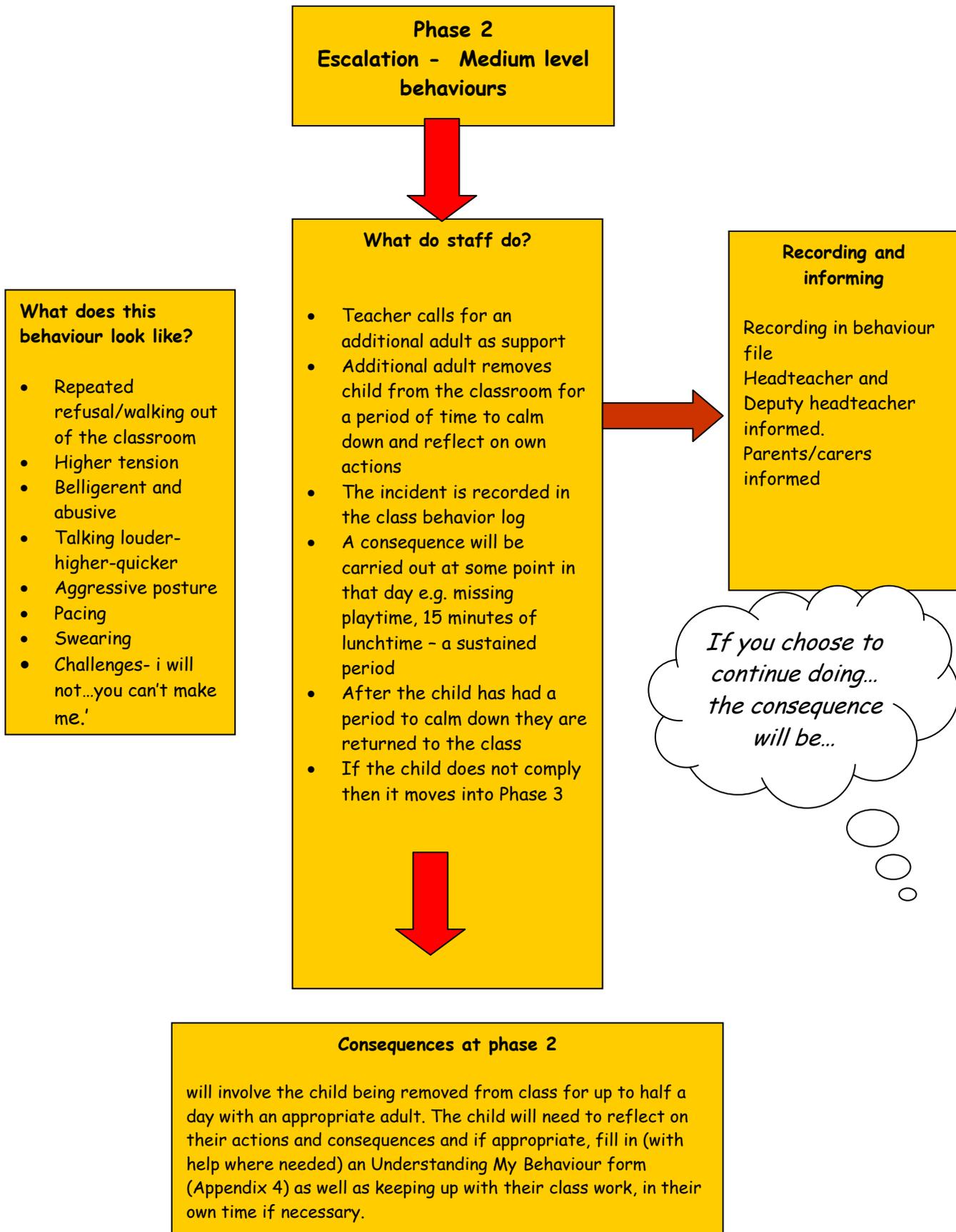
A three phase system operates for dealing with disruptive behaviour based on Team Teach principles. [www.team-teach.co.uk](http://www.team-teach.co.uk)

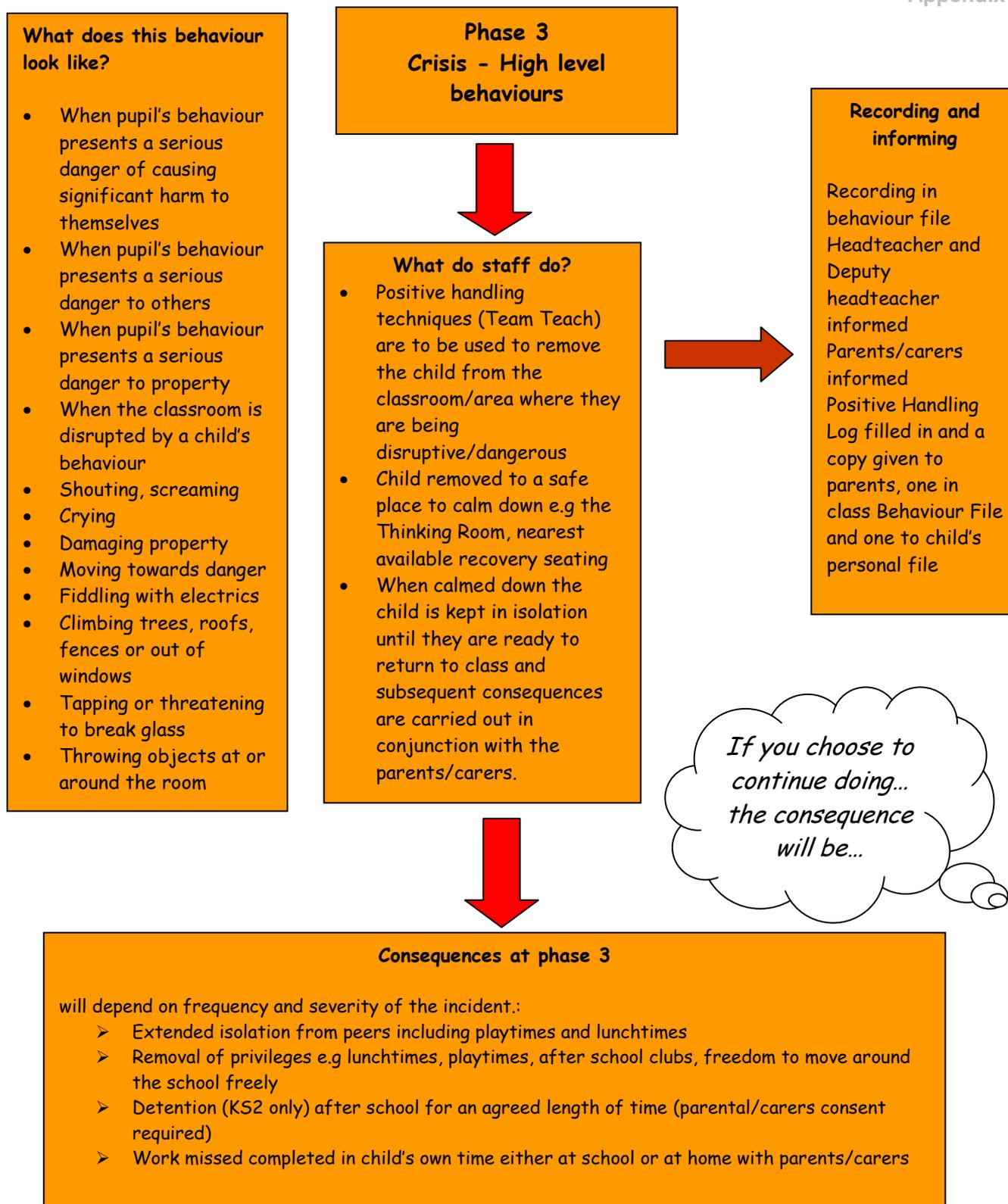
When a child or group of children is/are unable to comply with school rules it must not be ignored. Responding in a prompt, calm and direct way will ensure that everyone receives a clear message and that learning for every child can continue.

Note that incidents will be fully logged as per the agreed protocol (below) This information will be kept in the class teachers Behaviour Log and incidents will be collated termly to allow the Senior Leadership Team and Governors to monitor standards of behaviour within the school.

## Behaviour Protocol







***N.B if a child is outside in the playground and refuses to come in staff are to leave them and watch them. The child is to be told of the consequences if they don't go in as requested. If a child climbs the fences, again, staff are to tell them of the consequences and not try to remove them from the fence for safety reasons for the child and staff. If the child gets out of the school premises the police and parents/carers are called. Staff are not to follow the child as they will run and put themselves in danger on the road. Consequences as per Phase 3 are to be put in place upon the child's return to school.***

## Consequences

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### Phase 1

Consequences at Phase 1 will be decided by the class teacher based on the Year Group and Class rules

### Phase 2

Consequences at Phase 2 will involve the child being removed from class for an appropriate amount of time with an appropriate adult. The child will need to reflect on their actions and consequences and if appropriate, fill in (with help where needed) an Understanding My Behaviour form (Appendix 4) as well as keeping up with their class work, in their own time if necessary.

### Phase 3

Consequences for Phase 3 will depend on frequency and severity of the incident.:

- Extended isolation including playtimes and lunchtimes
- Removal of privileges e.g lunchtimes, playtimes, after school clubs, freedom to move around the school freely
- Detention (KS2 only) after school for an agreed length of time

## Detention

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School staff has a statutory power to put pupils aged under 18 in detention after school sessions.

Detentions are lawful if:

- Pupils and parents have been informed that the school uses detentions as a sanction; and
- The school gives parents 24 hours notice of detentions outside school sessions

*NB: In Rossmere School we try whenever possible to apply sanctions on the same day a misdemeanour has taken place. Each day is a 'new day' for pupils. Because of this we ask parents and carers that if a pupil is to have detention it should be carried out on the day of the misdemeanour. We will telephone parents and inform them that a detention is to take place. If a parent does not wish detention to take place that day then a suitable alternative time will be sought.*

## Intervention

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In Rossmere School we follow the principles of the Team Teach approach to behaviour management. The majority of staff in the school are trained in Team Teach Physical Intervention Strategies. The Headteacher has authorised all staff who have been trained to use physical intervention. This must be within the guidelines of the Team Teach approach.

Physical Intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically restrain to prevent pupils from threatening the safety of others, putting themselves at risk or causing unreasonable damage to property.

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.

If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or carers should be informed as soon as practical.

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

- Give clear instructions warning the pupil of the consequences of failure to comply

- Throughout remain calm, explaining to the pupil that you are unable to allow them to damage or hurt others, and once they have calmed down and you are sure they are no longer posing a threat you will be able to cease the intervention.
- If at all possible, summons another member of staff, a solitary person is in a very exposed position.

When using physical intervention the following principles should be observed:

- Staff should clearly understand which circumstances it is acceptable and that it should not be used as punishment
- The pupil, as far as age and emotional stage permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical interventions will be applied
- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause hurt. Only the necessary minimum force, to preventing injury or damage, should be used.
- Staff should be aware of their own feelings and how they may affect the situation i.e. staff should avoid restraining a pupil out of feelings of anger.
- Central concern must be to return to normal as quickly as possible.

All incidents requiring physical intervention should be reported to Mrs Lynne Pawley (headteacher) and recorded as soon as possible (example of Incident Report form attached in the Appendix)

Team Teach techniques seek to avoid injury to the service users, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of the professional technique but a regrettable and infrequent side effect of ensuring that the service user remains safe.

### *The Thinking Room*

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The Thinking Room is a quiet location where children can go and feel safe if they are distressed or in crisis or to avoid a crisis situation. The room has no furniture or objects that the child can break or harm themselves with. The room is designed to be used by a child and adult. The adult will observe either from inside the room or through the window outside the door. The child is never left unsupervised, nor is the door locked with the child in the room alone. When the child is calm they leave the room with the adult and discuss what provoked the incident. It is important that the pupil faces up to the problem and its consequences and is helped to realise that a more positive and acceptable approach could have been adopted.

A child may choose to withdraw themselves into the room if they feel they are in need of some quiet time, if it has been identified as appropriate within their Individual Learning Plan. An adult will always stay with them or observe them through the window if the child wishes to be alone.

The room is not to be used as an isolation room as a consequence of unacceptable behaviour.

A child may also move themselves to a quiet place near their classroom e.g. sofa/chairs

### *Social, Emotional, Behavioural Difficulties*

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In most cases, difficulties with behaviour will be dealt with by the processes and consequences already described. In some cases however normal procedures may have little effect upon the child. Quite often the reasons can be unclear, but may be due to circumstances outside school, at home or as a result of medical conditions. In some cases this may cause children to have very low self-esteem and unable to be comfortable in school. They may not respond positively to any rewards or sanctions and will often do the exact opposite of what is requested. In such circumstances children will often display obsessive and repetitive behaviour.

In support more personalised approaches will be required according to the needs of the child. The following list details some actions for supporting such children.

- Adapted school day as part of re-integration after exclusion or for children struggling to complete a full day. This could mean late school or early finish, off site at lunchtimes. This would be agreed between all groups and is seen as a base to achieve a full day in school. Period of time for adapted day agreed by all parties
- Parents in school can in some cases have a positive effect. Time and tasks would be regulated as would duration of support
- Adapting the curriculum helps a child to focus on things that they can achieve and helps to set a positive context. Changing the curriculum requires full understanding about how the child works, responds and achieves in different lessons
- Nurture support from teaching assistant/external support can provide a very good link where the child is able to build trust and confidence with one
- Agency support is also a way to provide alternative support, focussing on the individual, curriculum and day can be personalised
- Mentoring with daily contact between pupil and an identified adult can be a 'distant' support for a pupil. This needs to be fully agreed between school and pupil
- Providing responsibilities can help a child to have a less demanding day and develop confidence, self esteem and acceptance through jobs

### *Changes in a Child's Behaviour*

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A change in a child's behaviour may be an indicator of changes in the child's life that they are finding difficult to handle. If a member of staff notices such a change in a child's behaviour then they will inform Mrs Debbie Anderson (Safeguarding Lead) and normal Safeguarding procedures will be followed (including the Prevent guidance)

### *Roles and Responsibilities*

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The Headteacher has the overall responsibility for ensuring the Pupil Welfare and Behaviour Policy is in place and effective throughout the school with the Governing Body monitoring its effectiveness and implementation. The Governing body are responsible for reviewing the Pupil Welfare and Behaviour Policy annually in the Summer Term and making any amendments necessary to improve pupil welfare and behaviour. All staff are responsible for implementing the policy and reporting any areas of concern to the Headteacher.

### *Success of This Policy*

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The success of our policy will be judged according to:

- The amount of time spent, frequency and number of staff involved in dealing with challenging behaviour
- The total number of fixed-term and permanent exclusions
- Comments from the school community
- Comments from children in school, the school council and parent and staff evaluations
- Comments from external professionals and the wider community

### *Policy Review*

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Our policy will be revised during the summer term of each academic year. It will be amended following discussion with all members of the school community and discussions with parents.

Policy accepted by staff -

As part of the two year rolling programme these procedures will be reviewed in **Autumn 2019**

Reviewed by Mrs C Reed (Headteacher).

## Understanding my Behaviour

Name -	Date -
The way that I behaved	
How my behaviour affected other people	
Rules that I didn't follow	
What I could do better	
People I need to apologise to	
What I will try to do from now on	