



## **WAVERLEY ABBEY CHURCH OF ENGLAND JUNIOR SCHOOL**

### **BEHAVIOUR MANAGEMENT POLICY**

**Responsible: Head of School**

**Reviewed: July 2018                      Next Review: July 2019**

#### **Rationale**

At Waverley Abbey we aim to provide an environment where all stakeholders in our school community treat each other with mutual respect, within the Christian framework of our school

- We believe in developing a sense of self-worth, a shared understanding of acceptable values and behaviour for all our pupils which are based on our School Promise and the underlying Christian ethos of the school.
- We believe that everyone is responsible for their own behaviour and that for every choice we make there is a consequence.
- We believe that everyone should be treated in a clear, consistent and fair manner.
- In order to achieve this, we work to create a positive learning environment within the school that ensures that our approach to behaviour management and discipline is consistent and fully supported by all the school staff, pupils and parents.
- We also promote positive behaviour through our Personal, Health Social and Cultural Education (PHSCE) curriculum, which develops the emotional health of our pupils. All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be fair, honest, polite, respectful and considerate.

We believe that a behaviour policy is only effective if:

- A positive approach is taken
- It is implemented consistently
- It is delivered with the full support and understanding of children, parents and teachers
- The system of rewards and sanctions/consequences is clearly defined and understood by all

#### **Encouraging positive behaviour**

We believe in promoting a Christian, caring and loving attitude in our school. We work with all children to support them in making positive and appropriate choices about their behaviour.

All staff will provide positive feedback for all children and reinforce positive behaviour.

This can be achieved by:

- Verbal praise, smiles
- Individual, group and class reward systems (It is important that the school has a consistent reward system for all pupils. Phase Leaders will disseminate how this will be implemented at the beginning of each school year)
- Sharing work and positive behaviour with other adults and children
- Reward stickers for good work
- Staff can send children to a colleague for praise.



- Pupils' positive behaviour will be recognised via a whole school reward system. Class teachers will share the thresholds for the number of 'points' that can be awarded and whole school recognition will be made.

### **The school's approach to undesirable behaviour**

As a staff body we will always work hard to avoid a situation in which we need to impose sanctions. We believe in using a variety of behaviour management strategies which focus on encouraging positive behaviour. However, for children who choose not to follow the behaviour guidelines, sanctions will apply. Sanctions will be applied in a firm but sensitive manner; there is no place for sarcasm or humiliation within our school. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. Issues will be addressed as soon as possible whilst memories are fresh and evidence available.

If possible, discussions will follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum.

Consequences will be appropriate both in terms of frequency and severity. Staff will use their own professional judgements about the appropriateness of consequences matched to the child's misbehaviour.

### **The School's Response to Poor Behaviour/Sanctions**

It is primarily the responsibility of each class teacher to set and insist upon appropriate standards of behaviour in his/her classroom and whilst on duty around the school and to deal with minor breaches of The School Promise. This will result in a lunchtime detention. Please see Appendix A for further details.

For more serious or recurrent behavioural issues, the process of referral should be as follows:

- Year Leader
- Phase Leader/ SLT
- Head of School
- Executive Headteacher

When making a referral to a colleague, it is important that key information is passed directly to that person.

It is equally important that a record is kept of incidents where a referral has been made, together with any sanctions applied.

Parents should be informed of any misdemeanours; please see 'Thresholds for communicating poor behaviour to parents' (Appendix B)

### **Guidance in sorting out problems in behaviour**

- Through discussion, children should be encouraged to understand and take responsibility for their actions and to appreciate the consequences of this for themselves and others.
- They need to apologise, either verbally or in writing to anyone adversely affected by their words/actions.
- They may need to write an account of what happened.
- They will need to agree how they will behave differently in the future to avoid a repetition of the incident

### **Possible Sanctions/Consequences of poor behaviour**

- A lunchtime detention



- Lose their some/all of their break time; this will be supervised
- Have their position in class changed to prevent recurrence and remove temptation
- Be separated from others for a specific period
- Be removed to another classroom for a period of time
- Community service of some description e.g litter picking/other 'jobs'

**For some children whose behaviour choices are repeatedly poor, a behaviour plan** will be put in place. This will be shared with and signed by both the pupils and parents as well as staff, closely monitored and reviewed at regular intervals of no longer than three weeks

**For extreme cases, these additional sanctions will be considered by the Executive Headteacher:**

- Payment for damage caused
- Exclusion during lunchtime
- Internal inclusion i.e. pupil required to work away from his/her class under the supervision of a senior leader for a fixed term
- Fixed term exclusion (See Appendix)
- Permanent exclusion (See Appendix)

### **Exclusions**

See Appendix and refer to DfE guidance: [Exclusion form maintained schools, academies and pupil referral units \(PRUs\) in England](#)

### **Behaviour outside school**

When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos.

Before setting out on a trip, in addition to making pupils aware of risk assessments in place, they should be reminded to:

- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

**Any behaviour choices made outside of school which affect the welfare of other pupils or which bring the school's reputation into disrepute will be investigated and appropriate actions taken (including the involvement of external agencies or the police).**

### **Special Educational Needs**

Some children have particular emotional and behavioural needs that require special assessment and programmes. Assessment of these needs and any provision will require the involvement of the school's SENCO, parents and possibly other agencies.



## Monitoring and Evaluating

We will regularly monitor our behaviour system for rules /rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Number of pupils sent to the Head Teacher
- Number of individual behaviour plans set up in school

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

## Policy on the use of restraint (reasonable force)

### What is reasonable force?

- The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- “Reasonable” means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the amount of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes-to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.
- Some examples of situations where force can be used are:

~to remove disruptive children from the classroom where they have refused to follow an instruction to do so

~prevent a pupil behaving in a way that disrupts a school event or a school trip or visit



- ~prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- ~prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- ~restrain a pupil at risk of harming themselves through physical outbursts

There is a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Force cannot be used as a punishment-**it is always unlawful to use force as a punishment**

## Using Force

- Staff should not act in a way that could be expected to cause injury, for example
  - the seated double embrace which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
  - the double basket hold which involves holding a person's arms across their chest and
  - the nose distraction technique which involves a sharp upward jab under the nose
- If any pupil is restrained the Head of School should be advised immediately. The incident should be recorded as soon as possible stating time, circumstances, duration, hold used, injuries, witnesses and any further actions or events. The incident should be followed up with time for the adult and child to talk about the situation. Parents should be informed that it has been necessary to restrain their child.

## Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact other than reasonable force, with a pupil is proper and necessary. For example:

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



## Appendix A

### **SCHOOL DETENTIONS**

The school operates a detention system for all pupils. Detentions are given for the following reasons: not following instructions when asked; not following known school rules (School Promise) or classroom rules; being rude to a member of staff or another pupil (swearing); pushed/kicked/hit another pupil and other

There are three levels of consequences for poor behaviour: -1, -2 and -3.  
-3 being the most severe.

It is clear that some types of behaviour are more serious than others and therefore should have a more significant consequence. For example, any physical behaviour is automatically a – 3 offence as there is no place in our school for physical violence towards someone else. If a detention is given and it is a -3 offence then you must inform the class teacher immediately and they will speak with the pupil's parents the same day.

It is hard to define exactly what is the difference between a -1 'not following instructions' and a -2 'not following instructions' as the context of the issue must always be held in mind i.e. age of pupil and what instruction was not being followed therefore the severity of the consequence is to be considered by each staff member, using their professional judgement. This will be reviewed if required.

#### **Behaviour charts/plans**

If a pupil is consistently misbehaving/having a good number of detentions then they will need to have a behaviour plan. This must be discussed with parents and a clear outline of why the plan has been introduced, how it will work, the targets that have been set, how long the plan will be in place/when the plan will be reviewed and how you as class teacher will communicate with parents. Plans should be in place for no more than 3 weeks without a review.



## Appendix B

### Thresholds for communicating poor or concerning behaviour to parents

Rationale -

- We want to work in partnership with parents
- We are aware that not all minor concerns need to be shared but it is important to have a shared understanding of when and how the school will share information.

### Thresholds for contact with parents:

Pupil choice of behaviour	School response	Contact with parents	Frequency of incidents
Hitting/kicking/pushing - use of physical contact with any other pupil  Swearing	Reported to class teacher and detention given Immediate consequence – loss of playtime, written apology to pupil Incident reported to parents -	Yes	Once a pupil has more than one incident within a half term then it is important to have a meeting with parents about behaviour and consider a behaviour plan - if it is decided not to implement a behaviour plan then it must be recorded why this has not been activated.
Refusal to follow instructions	Reported to class teacher and detention given Immediate consequence – loss of playtime,	Reported if this becomes a regular occurrence	If a pupil regularly chooses not to follow instructions then it is important to have a meeting with parents and consider what actions need to be implemented in order to assist the pupil to make positive choices.
Repeating actions which go against school guidelines or e.g. being late for lunch; going into areas which are banned;	Reported to class teacher and detention given Immediate consequence – loss of playtime.	Reported at parent consultations unless actions are considered dangerous.	



## Exclusions

### 1. Aims of this appendix

- To ensure the exclusion process is applied fairly and consistently
- To ensure that the process is understood by governors, staff, parents and pupils

### 2. Legislation and statutory guidance

- This appendix is based on the on the statutory guidance from the Department for Education: [Exclusion form maintained schools, academies and pupil referral units \(PRUs\) in England](#) and all procedures with follow these guidelines.

### 3. The decision to exclude

Only the Executive Head, Head of School or in their absence a member of the SLT can exclude a pupil from school for a fixed term.

A decision to permanently exclude a pupil will be taken as a last resort and can only be carried out by the Executive Headteacher or Head of School, following national and academy guidelines.

A decision to exclude a pupil will be taken only:

- In response to a serious or persistent breach of the school's behaviour policy or Drug and Alcohol policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed term the Executive Head, Head of School will:

- Consider all the relevant facts and evidence, including whether the incidents leading up to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs.

### 4. Definitions

For the purposes of exclusion the school day is defined as any day on which there is a school session. Therefore an INSET or staff training day does not count as a school day.

### 5. Informing Parents

The Executive Head, Head of School will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reasons for exclusion
- The length of a 'fixed-term' exclusion or, for a permanent exclusion, the fact that it is permanent.
- Information for parents about their right to make representation to the governing body and how the pupil might be involved in this
- The legalities and statutory guidance surrounding exclusion
- The 'return to school' procedure

(The Executive Head, Head of School is also responsible for notifying the Governing Body and LA in the case of permanent exclusion)

### 6. Returning from a fixed term exclusion

Following a fixed term exclusion a re-integration meeting will be held involving Executive Head, Head of School or member of SLT and parents. Other members of staff may be present if appropriate.