

Cambo First School

Behaviour Policy

Reviewed Autumn 17

Introduction

Our aim is to provide a happy, purposeful, environment, in which every child can feel secure and so flourish, reaching his/her full potential and to value parents and carers as 'partners' in the learning process

At Cambo we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community. We make every effort to ensure that adjustments are made to the policy and its application when and where necessary.

General Principles

1. Everyone working in or visiting the school premises is expected to behave in a respectful manner towards others and take care of the contents and fabric of the building.
2. Both adults and children have the right to be addressed by their given name at all times.
3. Both adults and children have the right to be treated with respect at all times. There is an expectation of co-operation, fairness and honesty which clearly demonstrates respect and provides a sound basis for the growth of self esteem.
4. Misbehaviour is taken as a sign of emotional, social, medical or academic difficulties and every effort is made to listen, talk through and resolve problems.
5. Through establishing a clear set of guidelines children know how to behave well, are supported in achieving this successfully, and develop a positive self image. They develop strong attitudes that equip them to become kind, responsible, hardworking citizens.

Method

At the beginning of each academic year children create their own school rules with support from teaching staff:~The importance and relevance of these rules in various situations is discussed and children understand that these rules form the expected code of conduct in school and are principles that will help them achieve success wherever they are. All of the children sign the rules to say that they will abide by them.

The Home-School agreement is read and signed by pupil, parents and teacher when a pupil starts school.

All positive behaviour is encouraged and rewarded. For outstanding examples of achievement in academic or social areas "stickers and marbles" Success is celebrated in class and assemblies. This public recognition of success is important for all children to experience.

Liaison between parents and teachers is valued and parents are welcomed into school in order to build good home/school relationships. Parents are kept closely informed about their child's progress and are expected to fully support the school's behaviour policy. A collaborative approach to a child's behaviour /difficulties is always sought.

Adults are expected to set a good example to children by showing courtesy towards each other and towards children.

Children are expected to wear school uniform, encouraging a sense of unity and pride in belonging to the school community.

Children who are deemed to be 'vulnerable' will be assigned a 'key person' in school who knows them well. This key person will have good links with the home and will act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

Management of Behaviour

Inside school a consistent approach is adopted e.g.

Ignore the child misbehaving and give praise and attention to another child who is behaving well. At the first opportunity divert the misbehaving child's attention from what he/she is doing and give him/her something to do that they can easily achieve and be praised for. (e.g. Give them a job to do.)

If negative behaviour reoccurs take child aside to privately reprimand, reminding him/her which school rule has been broken and the consequences of that. Separating the negative behaviour from the child, showing him/her how to put things right and re-establishing good relationships will provide a supported opportunity for self-correction. Three warnings will be given

"Time out" to be taken in another room for cooling down and reflection with adult support.

Entry into the school behaviour book. If the warnings go unheeded then the child will be taken to the head teacher, where in partnership the child will talk with the head teacher to try and resolve the behaviour issue. The behaviour issue will be written into the behaviour book. The child will be instrumental in dictating what the poor behaviour was. Devising a plan of action for moving forward and sanctions associated. If the child's name goes into the behaviour book 3 times in half a term then the child's parents will be asked into school for a meeting to discuss their child etc. The converse is also true e.g. if the child does not exhibit the poor behaviour again in that half term a tick is placed in the behaviour book to denote that the poor behaviour has not been repeated and the child has a fresh start.

If a serious incident has occurred the head teacher will inform parents and a special agreed behaviour plan will be generated.

We believe that positive reinforcement is always the way forward. We praise good behaviour as we feel that every child needs to know and feel that they are valued within the school community.

When a pattern of negative or inappropriate behaviour occurs a "Behaviour Record book" is issued to the pupil. This enables the teach/head teacher to monitor behaviour, reward good behaviour with praise and encouragement, At the end of a three week period positive behaviour should be evident and pupil self esteem strengthened. The pupil continues to receive on-going support from the teacher/head teacher and/or other adults in school including parents.

On the playground a similar approach is adopted.

1. Time out. Go and stand at the yard wall for 1 minute to think and calm down (can be extended)
2. Hold my hand. Calm down and talk to me. We can put this right. (2-3 minutes)
3. Talk with an adult to reflect on the incident, understand what went wrong and work out a plan to put it right.

If a pattern of inappropriate behaviour occurs a behaviour record card for the playground will be issued.

Mid-day supervisors regularly update the class teacher/head teacher with an overview of general behaviour so that minor problems can be addressed.

Physical Intervention

In applying Physical Interventions we abide by DFE guidelines set out in 'Use of Reasonable Force-Advice and guidelines for headteachers, staff and governing bodies. [July 2013]

In school the responsibility for monitoring 'Physical Intervention' remains with the Head teacher.

Physical intervention by a member of staff may be necessary as a last resort in the following circumstances:~

1. When a pupil is endangering his/her own safety or the safety of others.
2. When a pupil's behaviour is causing disruption and is encouraging other pupils to behave disruptively.
3. When a pupil is causing significant damage to equipment or the building.

All staff at Cambo First School are MAPPA trained. [2017/NCC] and a plan of review is in place to ensure skills/knowledge/understanding and accreditation are continued.

All incidents of Restrictive Physical Intervention must be recorded as quickly as possible and in any event within 24 hours of the incident following school procedures and forms.

The Headteacher or Senior teacher must be informed at the earliest opportunity. Parents/Guardians should also be contacted as soon as practicable. A written record must be created using agreed information e.g. name of staff, child involved, date, time

duration re physical intervention, type of intervention used etc. [Please refer to appendix 1]

No member of staff should be alone with a pupil in a restraining situation. A minimum of two adults should be involved to ensure the safety of all concerned, provide reliable witnesses and a carefully considered approach in a potentially emotionally charged situation.

Monitoring depends on good recording of incidents . The agreed paperwork must be completed and placed in the physical intervention file.

Bullying/cyber bullying and Racial harassment

Bullying/cyberbullying and racial harassment will not be tolerated at any level. Any instances of either are reported as soon as possible to the head teacher. A record of both is kept and parents are informed to ensure a collaborative and effective resolution of the problem. [refer to Equalities Policy, Anti-bullying policy, Safeguarding Policy, ESafety Policy, Acceptable Use Policy, Camera and Video Policy, Mobile phone policy, ICT Policy]

Monitoring

Any child giving cause for concern is brought to the attention of all staff generally and at their weekly meetings. Appropriate strategies are then discussed and a course of action planned. A referral to the School Support Team or other outside agencies may be made if appropriate.

Evaluation

This will be carried out by the head teacher who will monitor the number of pupils who are asked to complete behaviour record cards as well as the standard of behaviour in general around the school.

The head teacher is responsible for supporting staff, ensuring they are all aware of the school's behaviour policy and providing training when needed.

This policy will be reviewed annually.

*Please refer to all other school policies in conjunction with this policy

Signed: Paula Cummings [head teacher] Ratified by Governing Body Autumn 17

This policy will be reviewed Autumn 2018

Appendix 1

Cambo First School

Recording and Reporting

All incidents of Restrictive Physical Intervention must be recorded as quickly as possible and in any event within 24 hours of the incident in a way acceptable to the regulatory authority.

The Headteacher or a person acting on his or her behalf must be informed at the earliest opportunity. Parents/Guardians should also be contacted as soon as practicable.

As a minimum the written record should include:

- The names of the staff and children or young people involved.
- The date, time and duration of the intervention.
- The reason for using a physical intervention, rather than using an alternative Strategy.
- The nature of any de-escalation used seeking to prevent the need to intervene physically.
- The type of physical intervention used.
- Whether or not anyone was hurt, if so the action taken.
- Whether or not anyone was distressed, if so the action taken.
- The views of the child or young person.
- Recording Restrictive Physical Interventions serves several purposes, including:
 - Compliance with statutory requirements.
 - Monitoring the welfare of children and young people.
 - Monitoring staff performance.
 - Identifying training needs.
 - Contributing to service audits and evaluations.
 - Details of how and when the incident was reported to parents / carers.
 - Following up and de-briefing. Incident Report Book

Incident Reporting

As soon as possible after the incident the member of staff should be de-briefed by an appropriate senior member of staff. In our school this will be the Headteacher or Senior Teacher. The de-brief will allow for reflection and the relevant Senior member of staff should be prepared to deal with the emotions raised by the incident. The de-brief enables learning to take place and contributes towards professional development.

The response of the child or young person should be sought and he or she should also be allowed to reflect on the incident. The risk assessment should be reviewed.

Monitoring

Monitoring depends on good recording of incidents of Restrictive Physical intervention, the agreed paper work must be completed and placed in the physical intervention file. Senior managers will monitor episodes of Restrictive Physical Intervention both individually and by school. However narrative records will always be important for monitoring practice.

In schools, responsibility for monitoring the use of Restrictive Physical Interventions lies with the Head Teacher provides an overview report annually of the incidence and management of RPI in the school to the Governing Body. In turn, the Governing Body, should also be aware of its duties to safeguard children and young people and should pay due regard to the Local Safeguarding Children Board's policies and procedures.

Monitoring serves two purposes. At the individual level it allows for improved practice with the individual young person, whilst at the strategic level it has the potential to influence policy and practice. Incident Report Book

RESTRAINT RECORDING FORM



Cambo First School

Child's / Young Person's Name:

Child's / Young Person's Age:

Date:

Time:

Report compiled by:

Location of incident:

Restraint witnessed by:

De-escalation techniques used:

Why was the decision made to use restraint?

Was it:

- a) To prevent child / young person from committing a crime? []
- b) To prevent child / young person from causing injury to him/herself? []
- c) To prevent child / young person from causing injury to others? []
- d) To prevent child / young person from causing damage to property? []
- e) To prevent child / young person from causing serious disruption? []
- f) To prevent child / young person from running away? []
- g) Other? (Please specify) []

Description of physical restraint holds used:

(Please include the approximate time span of any holds) Incident Report Book 4. Why was the restraint ended?

5. Did the child / young person suffer any injuries as a result of this incident?

6. Injury location and description

7. Did staff or others suffer any injuries as a result of this incident? Incident Report Book

POST INCIDENT INFORMATION

(To be completed after form has been submitted)

8. Was any post-incident support offered and given to the child / young person?

- a) De-brief with Tutor / TA / Pastoral manager []
- b) De-brief with member of Leadership Team / Service manager []
- c) Other (please specify) []
- d) Offer declined by child / young person []

9. Was any post-incident support requested by and given to member of staff / other adult?

- a) De-brief with colleague []
- b) De-brief with member of Leadership Team / Service Manager []
- c) Occupational Health Counselling []
- d) Not requested []

10. Child Young Person Engagement

Report read and discussed with child / young person Yes [] No []

Child / young person agrees with content Yes [] No []

If no, what is the child's/young person's view? / If yes, does the pupil have any comment? Incident Report Book

11. Parent/Guardian informed of incident? (It may be most appropriate for a member of the Leadership Team or Service Manager to make this phone call, but please check that this happens).

Yes [] No []

Signature of person reporting to parent/guardian(s)

Signed _____ Print name _____

Date _____

Signature of person submitting incident report

Signed _____ Print name _____

Date _____

Signature of Headteacher / Service Manager

Signed _____ Print name _____

Date _____

Serious Incident Book Log Number []

Copy must be placed in Child's File