

Cambo First School

Positive Behaviour Policy

Reviewed Autumn 19

Review annually

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.

The Governing Body has the responsibility of setting down guidelines on standards of behaviour and reviewing their effectiveness.

The head teacher has the day-to-day authority to implement the Behaviour for Learning Policy.

Teachers and Support Staff in school are expected to accept responsibility for maintaining good behaviour throughout the school. They should have high expectations of the pupils in terms of behaviour and support all children to work to the best of their ability. They should reinforce good behaviour through positive encouragement and praise treat all children fairly with respect and understanding. If a pattern of behaviour emerges the school will consult with outside agencies such as Educational Psychologists, Education Welfare Officers or the SEND team, as needed.

At Cambo we work in partnership with parents/carers on all aspects of a pupil's education including their behaviour. We know that good liaison takes time and requires resources. We are active in establishing links and forging positive relationships. We have regular parental meetings and information sessions. We advertise our policies on the website to ensure that harder to reach parents are kept informed. Parents are made aware of the school rules which are re-negotiated with pupils annually.

Behaviour outside the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for any misbehaviour when the child is taking part in any school organised or school related event; travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school.

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.

Teaching of good behaviour

Understanding how to behave has to be taught to our young pupils. Good behaviour is modelled by adults in their interactions with pupils and each other. We recognise that children learn respect by receiving it. As a school we:-

- Ensure that all staff understand and use consistently positive behaviour management strategies.
- Ensure that all staff joining the school (including supply teachers) are given clear guidance and use the school's systems.
- Use SEAL/JIGSAW/PHSE Association materials, Circle Time, PHSE sessions and Worship times to develop pupils' emotional literacy.
- Agree with staff how they will teach pupils to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate.
- 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.
- Arrange additional small group support for pupils who need it.
- Monitor the effectiveness of behaviour management through observations by head teacher and School Improvement Partner and Governors.

Rewarding good behaviour

Good behaviour is an expectation for all and is rewarded in a number of ways:

- 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.

- Verbal praise and congratulation to pupil often and in a way that meets the needs of the individual.
- Reward stickers given out by staff to acknowledge effort, excellent work or behaviour
- Child sent to show other staff good work at the end of a lesson.
- Child sent to the head teacher for praise and a sticker.
- Star of the Week – certificate and recognition in Community Assemblies on Fridays.
- Attendance, the year group who achieve the best overall annual attendance will be rewarded with an agreed award and each individual pupil achieving full attendance will be presented with a gift voucher.

Home/School

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.

Classroom management, learning and teaching

We have an interesting, creative and appropriate curriculum, accessible to pupils of all abilities. This, supported by high quality assessment, helps pupils to be engaged in their learning. As a school we:

- Plan lessons well, using strategies appropriate to the ability of the pupils.
- Give pupils the opportunity to take responsibility for aspects of their learning, working in pairs, groups, as a class and as a whole school.
- Use Assessment for learning techniques, such as peer and self assessment, to increase pupils 'involvement in their learning and promote good behaviour.
- Use our knowledge of pupils to plan grouping and target support on areas where pupils have the greatest difficulty.
- Operate a classroom seating plan, so that social interactions do not inhibit learning and create behaviour problems.
- Build into lessons opportunities to receive feedback from pupils on their progress and their future learning needs.
- Give opportunities for class and school council to discuss their knowledge and their school experience, their understanding of bullying and the effectiveness of rewards and sanctions.

Management of Behaviour

Although good behaviour and a cooperative attitude are expected from all pupils at all

times, consequences are sometimes needed to reinforce the School Rules when behaviour is not acceptable. These include:

Ignoring 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 the 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/feelings area, 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 pattern of negative or inappropriate behaviour occurs a "Behaviour Diary" may be 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.

If a serious incident has occurred the head teacher will inform parents and a special agreed behaviour plan/Risk assessment will be generated. Some children might require an agreed behaviour plan/Risk assessment on entry to school or at some time in their educational life at Cambo, this will be facilitated by the head teacher where necessary.

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. We are the 'family of Cambo'.

Reasonable Force

The use of reasonable force may be required in specific situations. All school staff are MAPA trained and training is updated annually via Northumberland County Council

School has a legal duty of care for all pupils. Where a pupil is creating a situation where they are threatening the well-being of others, reasonable force may need to be used to

control or restrain them. It will only be used as the final option. Staff will always try to intervene verbally before such use. Where staff fear for their own safety and the student is not responding to a verbal request, help from the head teacher will be requested. The teacher may decide to remove the whole class from the situation rather than use force to remove the pupil, depending on their own professional judgement.

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 diary for the playground may 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. Our mid day supervisors are MAPA trained.

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 MAPA trained. [2019/NCC] and a plan of review is in place to ensure skills/knowledge/understanding and accreditation are continued on an annual basis.

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.

Exclusion

At Cambo First School it is recognised that using exclusions can add to the risk of abuse and exploitation as children are not in school and can therefore be very vulnerable. Exclusions, whether temporary or permanent, must be avoided at all costs. It is noted that there have been no exclusions at Cambo.

If all avenues have been explored with a child, or an incident is of a serious nature and it is felt that a temporary or permanent exclusion is necessary, then only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. If the head teacher excludes a pupil, they must inform the parents immediately, giving the reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision by contacting the Governing Body. The school informs the parents of how to make such an appeal. If the Governing Body's Appeal Panel decides that a pupil should be re-instated, the headteacher must comply with this ruling. The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

Bullying/cyber bullying/Peer on Peer abuse and Racial harassment

Bullying/cyber bullying Peer on Peer abuse 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, e-Safety 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 entered into the behaviour book, 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.

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

Signed: Paula Cummings [head teacher] Ratified by Governing Body Autumn 19

This policy will be reviewed Autumn 2020

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,

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