



This policy is in line with legislation and DfE guidance:

- Behaviour and discipline in schools (February 2014)
- School attendance (October 2014)
- The Equality Act 2010 and schools (May 2014)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
- Supporting pupils at school with medical conditions (April 2014)
- Exclusion from maintained schools, academies and pupil referral units in England (January 2015)

Aims of the Policy

The law requires schools to have a written behaviour policy which aims to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

We are committed to maximising the achievement of all pupils. Good behaviour, regular attendance and good punctuality are vital to educational achievement and for necessary preparation for later life. Only then can children fully benefit from the academic, personal and social opportunities which are offered to them both at Holt House and at Carterknowle. Both schools are dedicated not only to the educational development, but also the personal and social development of each child in their care.

School Behaviour Principles

- We have high expectations for standards of behaviour
- We help children to develop the skills and depth of character necessary for success in later life:
 - Good social skills
 - Consideration and respect for others
 - Excellent attendance and punctuality
 - Resilience and perseverance
 - The ability to celebrate the achievement of others
 - The acceptance of responsibility
 - Tolerance and harmony

Holt House Infant School rules:

- We look after each other
- We look after our school
- We are ready to learn
- We do our best learning

Carterknowle Junior School rules:

- We do our best
- We work together
- We respect everyone and everything

Some classes may develop other rules/code of conduct which support the school rules.

Promoting positive behaviour and good attendance

This school rewards good behaviour and attendance, as it believes that this will develop an ethos of kindness and co-operation, as well as good habits for later life. This policy is designed to promote, encourage and acknowledge good behaviour and attendance rather than merely to deter anti-social behaviour and poor attendance. We praise and reward pupils for good/improved behaviour and attendance in a variety of ways such as:

- A quiet word of praise
- Exercise book comments
- Visit to a senior member of staff or Headteacher for commendation
- A public word of praise
- Good news and attainment assemblies e.g. 'star of the week', 'good egg award' etc
- Presentations in assemblies
- Note to parents
- Sticker and certificates
- Peer praise e.g. in moderating each other's work
- Work on display
- Involving children in behaviour target setting etc
- Class reward system eg marbles in the jar
- Gold stars for good behaviour around school – earning 20 gold stars results in 30 mins of class reward time

In addition to the culture of support and praise which underpins the ethos of both schools, the reward systems of stickers, gold stars and certificates are used. At Holt House weekly certificates are awarded for Learner of the Week, Helper of the Week and Star of the week, whilst at Carterknowle they take the form of an Achievement Award and a Good Egg Award. These are celebrated at special assemblies each Friday. Annual trophies for achievement/outstanding work/performance/effort/improved behaviour, contribute to raising pupils self-esteem and motivation. During lunchtimes at Carterknowle, a number of Y6 pupils work as peer mediators, promoting positive play and intervening in any minor issues that may arise.

At Holt House the class with the best attendance each week wins the attendance cup and displays it in their classroom for the following week. At both schools, children with excellent attendance (over 97%) receive a certificate at the end of each term in assembly. Children with excellent attendance for the whole academic year receive a special certificate in the final assembly of the school year. While no one can help being ill, these awards encourage resilience, which will stand children in good stead for when they are older. It is possible for the vast majority of children to be awarded at excellent attendance certificates attendance in their three years at Holt House or their four years at Carterknowle; adjustments will be made for children with medical conditions. It is expected that children learn to celebrate the achievements of others and appreciate the value of doing that.

Behaviour and Attendance in the School Curriculum

- A consistent approach to behaviour management is expected across school which supports the high expectation of the headteacher and governors.
- All teachers are expected to have excellent class management skills and to ensure there is not low level disruption. Praising good behaviour is the most effective way to promote positive behaviour in the classroom and should be the most frequently used strategy. Teachers may put their own reward and consequence systems in place for the class, such as sunshine and cloud or happy face/sad face.
- Pupil engagement in learning is promoted and maximised by providing learning experiences which are well prepared, stimulating and meet individual children's needs.

- The Social and Emotional Aspects of Learning (SEAL) are taught within the PSHE curriculum in each year group. Specific interventions are run that give extra support to individuals and small groups who would benefit from these skills.
- Each week classes benefit from circle time where they can play games and have discussions which help them to think through personal, social and emotional issues within a safe and structured environment. Children are taught to show understanding and empathy towards their peers and to consider how their actions may affect others.
- Excellent behaviour at social times (lunch and break) is expected and encouraged by providing play equipment and opportunities to join in organised games, in a well-supervised environment.
- There is ongoing professional development for managing behaviour as staff are well-supported by the senior leadership team, who require all instances of poor behaviour to be reported to them. A behaviour log is kept and staff are assisted in putting behaviour support plans in place. See appendix for list of behaviour management strategies.
- The behaviour log is monitored and evaluated for patterns of behaviour and re-occurrence of incidents.

Equalities

The school recognises and welcomes the duty under the Equality Act 2010 not to treat children with disabilities less favourably than others. Reasonable adjustments are made for children with disabilities, those with medical conditions or have experienced trauma or life changes. These children are helped to learn the strategies that they need to manage their disabilities and needs so that they can take their place in school life.

At both Holt House and at Carterknowle we see behaviour as a means of communication and therefore try to focus on the trigger for the behaviour rather than the behaviour itself. Often poor behaviour may be as the result of an unmet need and we work hard to discern what these needs may be. For example poor behaviour may be as a result of a communication difficulty, or difficulties with social interactions. We put personalised learning programmes in place for these children (see SEN policy). We form positive relationships with all pupils and get to know the children well so we can respond appropriately when a child is in need of support.

Managing Inappropriate Behaviours from Individual Children

(NB This is different from class management which all teachers should have the strategies to address - see above.)

There may be occasions when actions need to be taken to support pupils in making the right choices about their behaviour or in learning the skills to manage the difficulties better. We involve parents in their children's behaviour and give positive feedback as well as discussing with them when their child's behaviour has been unacceptable. We also refer to outside agencies for support, such as the multi agency support team. In all cases where action is required it is important the following are considered:

- It must be clear why action is needed
- It must be clear that the focus is on understanding the cause of the behaviour and helping the child to succeed
- It must be made clear what changes are required
- There must be clear roles and responsibilities for all those concerned with supporting the child
- There should be a clear distinction between minor and major incidents

Initially the teacher or adult will have a quiet word with the pupil and try to establish the reasons for the behaviour. The child will be given a warning but if the behaviour persists one or more of the following actions may be required:

- Rule reminder
- Support for the child to learn a social problem solving or thinking skill
- Reprimand
- Doing unsatisfactory work again
- Change of seat.
- Thinking time for quiet reflection
- Miss a playtime or part of lunchtime.
- Written apology.
- Referral to Headteacher or Deputy Head.
- Informal message to parents

Unacceptable behaviour

Whilst we accept that behaviour is often the result of an underlying problem and we will work hard to not respond to the behaviour but try to understand why the problem has occurred, the following is a list of unacceptable behaviours:

- Physical aggression, such as pushing, hitting or kicking of pupils or staff.
- Answering back or rudeness, including swearing.
- Name calling
- Not following school rules.
- Oppositional or defiant behaviour.
- Sexually inappropriate comments, gestures or behaviour.
- Bullying (see anti-bullying policy).
- Racist comments.
- Stealing.
- Damaging property.

The headteacher should be informed of all unacceptable behaviour on the same day that it takes place.

In most cases the actions outlined above will be used, unless child is showing crisis behaviour.

Unacceptable behaviour referred to the headteacher may be recorded in a central log, depending on its seriousness. The log is monitored and evaluated for patterns of behaviour and incidents of re-occurrence.

Parents and carers are expected to inform the schools as soon as possible if their child has been affected by the unacceptable behaviour of another child. Parents and carers are requested not to approach other children, or the parents of other children about instances of unacceptable behaviour, as this can cause upset and make it more difficult to investigate the matter and find out what has happened. Parents and carers can be assured that, once the schools know that unacceptable behaviour has taken place, it will be swiftly investigated and dealt with and they will be kept informed.

Crisis Behaviour

Crisis behaviour is extreme and should be rare. On occasions children may have a crisis and need additional support. We will use different levels of support when dealing with pupils in need. Initially a teacher will read the body language of the child to assess the situation. The child will be given support and the adult will talk to the child, using a calm, slow, quiet voice and using the model script. The safety of

other children will be ensured as part of the intervention and the environment will be made safe. If appropriate the child will be distracted or diverted by doing one of the following:

1. Change of seat.
2. Change of task to complete.
3. Given time out or support to calm down (children are offered reassurance and supervised at all times)
4. Change of member of staff managing the situation

If the behaviour persists the adult will respond by stating the desired behaviours clearly and giving limited choices (maximum of 2) or using 'if this, then that' language. If necessary a child may be held safely to prevent harm and maintain good order (see below). The headteacher and parents are informed of all crisis incidents on the day they occurred. The headteacher will ensure that necessary records are kept and reviewed to ensure high standards of safety and practice are held. A debrief will be held with the child and teacher to ensure that management practices were effective, safe and met the needs of those concerned.

If behaviour does not improve then a meeting will be called between the pupil, parents and staff involved and an individual behaviour support plan will be drawn up, based on specific needs and involving advice from other agencies as appropriate. All management plans will have a written formulation of why we think the behaviour is occurring (or what the behaviour is 'communicating') and proactive and reactive management strategies. These elements ensure that incidents are understood, efforts made to prevent occurrence in the future and that if they do occur, effective strategies are followed.

Proactive behavioural support plans will include: support and education strategies that should be used by teaching staff, skills the child may be supported to learn and changes to the environment needed to reduce the likelihood of future difficulties. The plans will be reviewed regularly and updated as appropriate with parents and the child involved wherever appropriate.

All incidents will be followed up when the child has had time to calm down. The follow up sessions will follow the procedure outlined below:

1. The child will have time to explain what happened ('Tell me what happened earlier') and the adult will listen to the reasons for the behaviour.
2. The child will have time to explain how this made them feel (How did it make you feel?)
3. The child will be helped to learn from the experience (Next time you feel _____ what could you do?)
4. Ask the child what help they might need if this should re-occur

Safe Holding

In very rare circumstances, a child may need to be held to ensure their safety or the safety of others. We are committed to the use of the Least Restrictive Alternative in the use of physical interventions for managing behaviour.

Members of staff have the power to use reasonable force to:

- prevent pupils committing an offence
- injuring themselves or others
- damaging property
- maintain good order and discipline in the classroom.

At times it may be necessary for a child to calm down on their own inside a room with a member of staff monitoring from outside. The physical health and wellbeing of children who have been held is important

and this is monitored during and following any incident. Parents are always informed about any safe holding, advised to monitor their child for any after effects and to provide reassurance.

Staff are given specific training as required in techniques that are appropriate for the age and needs of the child. The school works within the guidelines of the British Institute of Learning Difficulties (BILD).

See Appendix

Exclusions

The headteacher has the right to exclude a pupil either for a fixed term, or permanently:

- for a serious breach, or persistent breaches, of the school's behaviour policy - or
- where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

Instances of exclusion are expected to be extremely rare. Support will be put in place for reintegrating a child from any exclusion.

Working with parents/carers

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. The school will act swiftly and sensitively to any parental concerns.

All parents are involved in their child's education by:

- being asked about their child's needs when their child starts at either school
- having the opportunity to come into school every morning with their children at Holt House
- having a home school diary in which they can write messages to the class teacher and receive a reply
- being able to telephone or email the school with any concerns or queries
- being able to leave feedback on the school website
- leaving messages with breakfast or after school club staff, who all work in the school
- being invited to parents and carers meetings in the Autumn and Spring terms
- being invited to a celebration of work afternoon in the Summer
- receiving termly summary reports and a detailed annual report
- being invited to school events.

Parents are expected to:

- To ensure children attend school on time
- To contact the school clerk on the first day of absence,
- Only seek leave of absence in term time for exceptional circumstances.
- Make routine medical and dental appointments, where possible, outside of the school day
- To teach and encourage their child to behave well
- To model appropriate behaviour,
- To inform the class teacher if circumstances at home have changed so we can understand and respond appropriately to any behaviour changes in school.

Attendance Concerns

There are rewards and incentives in place to encourage children to have excellent attendance. Children's attendance at school is monitored at the end of every month. Parents are given a report of their child's attendance at the end of every term.

Any early attendance concerns are brought to the attention of parents at the Autumn parents meetings with class teachers. If a child's attendance continues to be a concern (below 90% or any unusual pattern of absence) then the parents will receive a formal letter from the headteacher. Parents are invited to make an appointment to discuss their child's attendance with the headteacher. School is often able to help at this point, for instance by making adjustments to meet a child's medical needs in school.

If a child's attendance still doesn't improve then absences may not be authorised due to illness unless medical evidence is provided.

Under section 444 of the 1996 Education Act, parents have a legal obligation to ensure that their child attends school regularly, and failure to do so could ultimately result in the Local Authority issuing a Fixed Penalty fine and/or a summons to appear at Magistrates' Court.

Evaluating the Behaviour and Attendance Policy

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This policy is reviewed annually to ensure compliance with changes in legislation. The whole school staff are involved in monitoring behaviour in the school and reflecting on the effectiveness of rewards, sanctions and the appropriateness of this policy.

All pupils are encouraged to discuss their concerns about behaviour to their class teacher and their involvement is very much welcomed.

Governors, staff, pupils and parents are involved in the consultation process of this policy and have due regard to their legal obligations in its drawing up and implementation.

To be reviewed annually in November

Consultation via website and email: November 2016

Agreed by governors: December 2016

Use of Reasonable Force

www.safeguardingsheffieldchildren.org.uk

What is reasonable force?

- **'Force'** guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils; or active- e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

Who can use reasonable force?

All staff, unpaid volunteers or parents accompanying students on a school trip, have a legal power to use reasonable force if authorised by the Head Teacher.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not. They should avoid causing injury, pain or humiliation, wherever possible. Schools do not require parental consent to use force on a student.

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:

- Removing disruptive pupils if they have refused instruction to leave class
- Prevent a pupil from:
 - Disrupting a school event, trip or visit
 - Leaving the classroom where this would risk their safety or disrupt others
 - From attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts
- Stopping a fight

Governors should ensure that staff, parents & pupils understand the school behaviour policy, including the use of reasonable force, and make appropriate adjustments for pupils with disability or special education needs.

Schools and other settings should:

- Understand there are occasions when physical contact with a pupil is proper & necessary e.g. providing comfort, congratulation or praise, demonstrating the use of a musical instrument or techniques during PE lessons, and giving first aid
- Consider the needs of pupils when deciding whether staff require training to carry out their responsibilities
- Speak to parents about serious incidents involving the use of force & consider how to record them. In deciding this, teachers should consider the:
 - pupil's behaviour and level of risk presented at the time of the incident
 - degree of force used
 - effect on the pupil or member of staff
 - child's age
- Risk-assess situations where a pupil may behave disruptively; develop strategies to manage the behaviour, involve parents or carers, brief the staff, and ensure additional support is available.

Schools cannot use force as a punishment – this is always unlawful

For further information:

- **Use of reasonable force - Advice for Head Teachers, staff and governing bodies, DfE 2011, at:**
<http://www.education.gov.uk/schools/leadership/advice/f0077153/use-of-reasonable-force>
- **Allegations of Abuse against Staff, Carers and Volunteers, Sept 2012**
- **Safeguarding Children and Safer Recruitment in Education 2006, at:**
<https://www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-04217-2006>

List of strategies to support children with their behaviour

Please use the highlighted strategies with ... (Pupil) in (Form)

Seat pupil by a more settled peer
Make tasks short, with frequent breaks and opportunities to move around
Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment
Set tasks with clear goals , outputs and timescales
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
Expect to teach pupil specific behavioural skills e.g. how to ask for help
When pupil is misbehaving: <ul style="list-style-type: none">• Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P'• Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school'• Remind pupil of a rule , rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer'• Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them
Make an effort to 'catch the pupil being good' and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'.
Devise a private signal system to let the pupil know when they are off task or behaving inappropriately
Use a planned reward system for appropriate behaviour
Enhance access to ICT - use of the internet to research a topic, access to predictive word processing software and on-screen word grids to support writing, opportunities to create presentations
To help pupil work independently: <ul style="list-style-type: none">• actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task• give independent tasks that have previously been modelled for the whole class• give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner'• use visual prompts in the form of pictorial task cards• provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'
Take steps to build pupil's self confidence : <ul style="list-style-type: none">• Find out what they know about or are good at, and have them share this with the rest of the class or school• Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school• Have them keep records of new things they learn and can do• Ask them to tutor another pupil with their work• Photocopy good pieces of work for them to take home

Take special steps to build the relationship with the pupil:

- Take extra care to greet the pupil each day and say a word or two individually to them
- Have lunch with the pupil from time to time. Try to involve them in a lunchtime or after school club you run
- Invite them to help you with daily tasks
- Listen without giving advice or opinions; show that you understand how the pupil feels ...'*That must have made you very angry/upset*'
- When things go wrong, reject the behaviour, not the pupil ... '*This is not the behaviour I expect to see from someone as kind and helpful as you*'
- Don't be afraid to tell the pupil you like them and that what happens to them matters to you ...'*You really matter to me and it's important to me that you do well this year*'

Organise time – perhaps during registration - for a teaching assistant to chat with the pupil , giving them a chance to talk about anything that may be troubling them and get themselves ready for learning

Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets

Deploy a teaching assistant to model, coach and reinforce group-work skills when the pupil is working collaboratively with other pupils.