

# **Holly Trees Primary School**

## **Policy for Promoting Positive Behaviour**

**Reviewed three yearly  
Updated October 2012**

## **Policy for Promoting Positive Behaviour**

The Government's 'Every Child Matters' Initiative is central to this policy. Amongst other things it emphasises the importance of children being safe, enjoying and achieving and making a positive contribution to the community that they are in.

A whole-school behaviour policy should be clearly understood by pupils, parents or carers and the whole school staff. A behaviour policy provides the framework of consistent strategies which can be used to maintain appropriate behaviour in the classrooms and around the school.

The school environment can contribute to and exacerbate behavioural difficulties. The development of a whole school policy is the key element in promoting positive behaviour, as it helps to create an appropriate ethos and environment.

### **DISCIPLINE AND PASTORAL CARE STATEMENT**

The school is a community in which behaviour is based on mutual respect and consideration for others. Its values, standards and attitudes are made clear to the children by example and discussion.

Children learn best when they feel safe and know what is expected of them and of other children. Education is most effective if teachers are able to focus on teaching and learning and do not need to spend an undue amount of time of managing children's behaviour.

Relationships between children and school staff are crucial to the management of behaviour. Because they value the approval of adults, most children respond positively to instructions if they feel liked and respected by staff and if they know that they will be treated fairly.

Children are less likely to misbehave if they are fully occupied with work which interests and challenges them. The school staff expect high standards of behaviour. Each class has the opportunity to draw up its own rules of acceptable behaviour.

Children are encouraged to be independent and responsible. This leads them to develop self-confidence and respect for the opinions of others. Most children respond to the positive ethos, supportive and caring environment and the practical curriculum which the school provides. However, occasionally a child's behaviour causes disruption and adversely affects their own education and that of other children. If a child displays inappropriate behaviour consistently, consultation is arranged between the Headteacher, class teacher and parents, so that an attempt can be made to correct the matter. Parents are asked to support the school and a 'behaviour diary' may be used in the rare cases where the problem persists.

County policy permits, in the rare cases of serious and persistent indiscipline, exclusion from the school. The Governing Body has established a policy for exclusion, acknowledging that 'exclusion is an extremely serious step which should only be used as a last resort when all other sanctions have failed'. The administration of corporal punishment is not permitted.

### **AIMS**

Through a whole-school behaviour policy we aim:

- to create a happy, secure and supportive environment in which all individuals are cared for, valued and respected;
- to encourage co-operation and good citizenship;
- to encourage pupils to be increasingly responsible for their own behaviour;
- to ensure consistent handling of behaviour by teaching and non-teaching staff.

## **STRATEGIES FOR IMPLEMENTATION**

### **The Classroom**

A whole-school approach to promoting positive behaviour should address both the environment and organisation of the classroom.

Aspects of the physical environment which should be considered include:

- space for working and movement
- seating arrangements
- access to materials
- noise levels

When considering the physical environment, teachers should think about how they can make best use of the available space and match seating arrangements and groupings to the task.

Teachers may find it helpful to rehearse appropriate voice levels for different activities for pupils, i.e., partner voice, table voice, class voice, playground voice.

It is helpful to establish routines for classroom procedures, which should include:

- entering the classroom
- removing coats
- allocating seats
- starting the lesson
- getting the materials
- getting the attention of the class

## **RULES**

### **Holly Trees Code of Conduct**

Be respectful

Be safe

Be healthy

Be positive

Be responsible

This Code of Conduct is applied in the classroom, in the playground and on school visits. Children who are misbehaving may be referred to the Headteacher or Deputy Headteacher. Parents are always informed if their child exhibits persistent anti-social behaviour, which also affects other children. We always try to deal with misbehaviour firmly and fairly and it is appreciated when parents support the school in this. We believe that it is vitally important that the children realise that we are working together.

## **REWARDS**

### **Owl Team Points / Certificate**

Good behaviour can be rewarded by all school staff, using a system of stickers, stamps and team points. Each pupil belongs to one of four owl teams which each draw their membership from across the Key Stages. At the end of each half-term, the owl team with the most points is rewarded with a non-uniform day.

### **Lunchtime Awards**

Good behaviour at lunchtime may be rewarded with stickers, stamps and team points given by the Mid-day Assistants and Kitchen staff.

## **INDIVIDUAL EDUCATION PLANS - Behaviour**

Individual Education Plans (IEPs) that are designed specifically for one pupil allow teachers to target the pupil's specific needs. An IEP may be necessary when a pupil consistently fails to respond appropriately to whole school initiatives to promote positive behaviour. The advice of the Special Educational Needs Co-ordinator should always be sought. The advantages of individual programmes are that they:

- often have an immediate and positive effect on a pupil's self-esteem and behaviour
- break negative cycles
- are less time-consuming - once they have been set - than managing unwanted behaviours
- allow parents or carers to be included and offered a clear role
- often encourage all the adults involved with the pupil to be more positive
- give pupils the opportunity to participate in changing their own behaviour, as they can negotiate targets and rewards, and often succeed very quickly.

However, the teachers and non-teaching staff involved must be committed to putting in extra work in the early stages. Successful programmes involve pupils and parents or carers (and where appropriate other professionals) from the early stages of planning, so that everyone can co-operate and move towards the same goals in an agreed progression.

## **SANCTIONS**

It is usually possible to quickly correct and re-direct inappropriate behaviour. When behaviour is persistently or substantially inappropriate or uncooperative the advice and/or assistance of the Headteacher or Deputy Headteacher should be sought. The Headteacher, or Deputy Headteacher will decide whether to inform and involve the pupil's parents or carers.

Teachers and other adults who are responsible for supervising pupils in and around the school or on school visits rely on pupils responding to positive expectations and have few sanctions which they are able to employ when pupils behave badly. Sanctions may include:

- loss of break or lunchtime play
- a temporary withdrawal of privileges
- informing parents/carers
- in exceptional circumstances fixed period (temporary) or permanent exclusion may be considered

It is important that teachers are seen to be fair. Teachers should never employ 'blanket punishments' (i.e. keeping an entire class in at break due to the inappropriate behaviour of one or a few pupils). Also, points or awards already given should never be withdrawn for subsequent bad behaviour.

## **PHYSICAL RESTRAINT**

The following guidance on physical restraint with pupils in schools is as agreed by Essex County Council.

### **Touching and holding children**

Control is not the only circumstance when there is physical contact between staff and children. It is not intended that this guidance should deter appropriate physical contact between care-providing adults and children. Staff should respond to children in a way that gives expression to appropriate levels of care and to provide comfort to ease a child's

distress. **However, it is recognised that staff need to ensure that any physical contact is not misinterpreted by a child.** The following guiding principles are suggested:

- the level and type of physical contact should reflect the educational and social needs of the pupil, e.g., physical contact is likely to occur in some PE and drama activities
- physical contact should not respond or lead to expectations or anxieties of any form - i.e., it should not become habitual. Specific consideration should be given to the needs of pupils in school who may have suffered abuse and/or neglect
- although a pupil asking a member of staff for physical comfort should not be responded to automatically, he or she should not be rejected without explanation
- there should be no general expectations of privacy for the physical expression of affection or comfort. Staff should endeavour not to be alone with a pupil in such a situation. (Male staff need to be particularly conscious of this.)

### Control and Direction through Physical Contact

Although a pupil, particularly a young one, may frequently be held for a number of reasons not directly concerned with control, there are occasions when control can be maintained by holding a pupil in a manner which does not carry the force of physical restraint. For example, an adult may insist on holding a pupil's hand to ensure that he/she is controlled and safe when crossing the road. Pupils may be successfully re-engaged in their educational activities by an arm on the shoulder or by leading back to their seat; similarly a pupil may be diverted from destructive behaviour. Again, some pupils engaged in an argument or fight, which in itself is not likely to cause serious harm but is nonetheless disruptive and detrimental to the well-being of other pupils, may be successfully separated by being guided away and held with little or no force. **The main factor separating the holding from physical restraint is the degree of force applied, the intention of the action and how the action is perceived by the pupil.** It is appropriate to use such physical prompts and guidance when positive verbal prompting has been unsuccessful.

### Physical Restraint

Physical restraint is the positive use of force in order to protect a child from hurting her or himself, others, or seriously damaging property.

On rare occasions there is no alternative to restraining a pupil physically, in their own and others' interests and safety. In such instances no more than the minimum necessary force should be used, taking into account all of the circumstances. Such interventions should only be made when they are likely to succeed. **Ideally, more than one adult should be present.** Physical restraint is normally only necessary to prevent a pupil causing harm to him or herself or to others, seriously damaging property, or committing some criminal act which risks harm to people or property, when verbal commands will not control the behaviour. The purpose of intervention is to restore safety and restraint should not be continued for longer than is necessary. Physical contact and restraint should never be used in anger and teachers should make every effort to avoid injury to the child. **They are not expected to restrain the child if by doing so they will put themselves at significant risk.** Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated child than holding or physical restraint:

- the use of restraint should always be a last resort when all other attempts to control a pupil have failed
- during an incident of restraint the minimum force necessary should be used and the pupil should continuously be offered the opportunity to regain self control
- restraint should never be carried out in anger by staff
- when restraining, gender or cultural differences should be taken into account
- pupils should never be restrained by being tied or bound.

**All incidents where restraint has been necessary should be clearly recorded in Log Book stating:**

- the date and time the restraint occurred
- why restraint was necessary
- how restraint was carried out
- who restrained the child/young person
- how long this restraint lasted
- who was present during the period of restraint
- any marks noted on the child as a result of the incident and how they occurred
- action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident

The pupil's parent/carer should be informed when physical restraint has been necessary.

**Restriction of Liberty**

A pupil attempting to leave a room or the school premises should only be physically restrained if they are considered to be at risk of harming themselves or others. Pupils should **never** be locked in a room and should not be required to remain in a building for an unreasonable length of time without relief. If a pupil is being required to wait in a room while their parent, social services or the police attend, a member of staff should remain with them. If a child has to be physically restrained to prevent them from running away the restraint should not extend beyond holding with both arms engaged and employing controlled use of the weight of the body. The child should not be rugby tackled because this would entail forceful knocking over and possible injury.

**Hitting Children**

**Staff should never hit or strike children.** If a pupil is assaulting a member of staff due force may be used in self-defence. Due force can be described as the minimum force necessary to prevent or deflect the assault.

**Searching Children**

In the interests of safety for other pupils, common sense dictates that teachers must have some right to search pupils if they have reasonable grounds for suspecting a pupil of concealing a particular item. Searches should only take place in the presence of the Headteacher or another senior member of staff and be conducted by a member of staff of the same sex as the pupil. Searches must not include intimate touching or strip searching.

A child does, however, have the right to refuse to be searched and so his or her consent should be sought first. If, because of their age or stage of development, a pupil is unable to give their consent, their parent or the police should be contacted to be present during the search.

If the pupil refuses to disclose willingly the item they are suspected of concealing, the school should contact the police. Any search without the child's consent could become the subject of an assault charge against the teacher concerned.

Furthermore, if drugs or stolen property are suspected, it would be more appropriately dealt with by the police in any event.

**Children with Special Needs**

Children with special needs who require complex or repeated physical management should have a prescribed, written handling policy which has been agreed by their parent. Where a child frequently displays challenging behaviour, but has not been assessed as having special needs, a written agreement with the parents as to the use of restraint is recommended.

## **Management and Monitoring**

The school's senior management will judge how best to put this guidance into operation. It will not be presumed that once this is accomplished all will run smoothly. Different staff will inevitably face a range of situations, not all of which can be anticipated and will make rapid decisions on appropriate actions based on their professional judgements.

## **BULLYING**

Bullying occurs in all schools and its effects can lead to unhappiness, loss of self-esteem and underachievement.

### **Our response to bullying**

Parents are encouraged to report any instances of bullying or suspected bullying. When they do so their concerns are treated seriously, investigated and the results reported back to them. If the concerns are justified, they are asked to stress to their child the need in the future to report bullying to the class teacher or other member of staff, so that it can be dealt with as soon as it arises.

Children are told that they should report any aggressive incident to a member of staff, preferably at a time when other children are not present (e.g. at the end of a session).

For some children, bullying is legitimate in their out of school world. Some parents tell their children to retaliate if they are hurt. A minority of children may also hear homophobic, sexist or racist language at home. Both children and parents need to know that bullying behaviour is not acceptable in school and that it will be punished, usually by loss of playtime or by expecting the bully to make amends in some way to their victim. If children are involved in bullying incidents on several occasions, their parents are informed so that the cause of the problem can be discussed and parents and staff can work together to eliminate the bullying behaviour. Whenever bullying is brought to our attention, a note is made of the incident and we make it known that this type of behaviour is unacceptable. This enables us to monitor children who are regularly victims or aggressors and to tackle the causes of this.

As a school we aim to create a happy, secure and supportive environment in which all individuals are cared for, valued and respected. Bullying is incompatible with this stated aim.

### **Bullying Statement**

We believe that bullying must be tackled because:

- bullying makes children unhappy
- children who are being bullied are unlikely to concentrate fully on their schoolwork
- some children avoid being bullied by not going to school
- children who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour.

Bullying is typically:

- behaviour designed to cause hurt
- physical or psychological
- carried out by an individual or group
- deliberate
- premeditated
- unprovoked
- repeated over time
- behaviour delivered from a perceived position of power.

### **What bullying is not**

A single instance of aggression is not bullying. Nor is it bullying when two children of equal size and power fall out. Aggression becomes bullying where a group of children exercise power over an individual or a strong child exercises power over weaker children.

### **Kinds of bullying**

Bullying can take many forms, but three main types are:

- physical - hitting, kicking, taking or hiding belongings
- verbal - name-calling, insulting, racist, sexist or homophobic remarks
- indirect - spreading, nasty stories about someone, excluding someone from social groups, not letting someone play.

Bullying and fear of bullying can have devastating effects on children's personal academic development. At Holly Trees Primary School bullying will not be tolerated. We believe that as a school we can have a significant effect on the extent of bullying by:

- caring for, valuing and respecting all staff and pupils
- considering how the playground environment and movement around the building might be improved in order to reduce bullying
- broadening pupils' perceptions of bullying and helping them to develop skills such as assertiveness and conflict resolution
- breaking down the 'traditional code' of 'not telling'.

### **MONITORING**

This policy for Positive Behaviour Management and Bullying will be monitored by the Headteacher, Deputy Headteacher and Governors and reviewed annually by Governors and all staff.

This Policy will be reviewed three yearly.