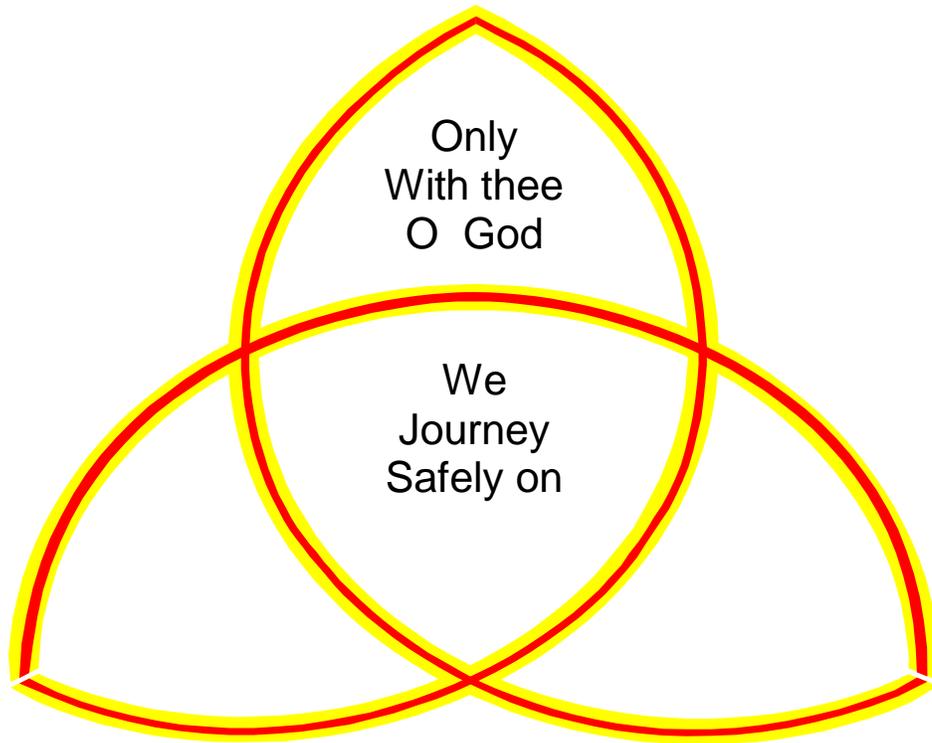


Holy Trinity CE Junior School



Process for: Behaviour Management
Process

Written by: Mrs J Sweetman

Date reviewed: Summer 2018

Next review date: Summer 2019

The following process has been drawn up in consultation with staff, Governors, children and parents.

Behaviour Management Process – Promoting Good Behaviour

Golden Rules

- Everyone will be kind and helpful
- Everyone will be respectful
- Everyone will try and understand how others feel
- Everyone will listen
- Everyone will look after property
- Everyone will be honest

These rules will be displayed in every room in the school for easy reference. They will be discussed by classes at the beginning of every academic year and each class will agree to what the Golden Rules look like in the context of their class.

Rewards used within School

- Positive praise and comments to individuals, groups; classes and whole school in all areas of the school
- Individual merits leading to certificates awarded during Collective Act of Worship (Y3 and Y4)
- Weekly raffle (Y5 and Y6)
- Table Points or other class based rewards
- Golden Time – 30 minutes at the end of each week (see appendix I for Golden Time Policy and Procedures)
- Behaviour certificates awarded half termly for children who have consistently followed the Golden Rules.
- Awards of recognition may be given for other areas of school life eg. Behaviour For Learning, attendance, sport

Supply teachers will receive guidance about the school's Behaviour Policy when they arrive at the school. Wherever possible, behaviour policies and processes will be sent to supply teachers, via our frequently used agencies, in advance, when there is a planned absence. Class teachers will leave notes about the pupils in their class, identifying those pupils whose behaviour is a concern and strategies that are to be used when dealing with those pupils.

School Trips and Educational Visits

Teachers who take groups of children on visits are responsible for the behaviour of the children on the visits. The scale of sanctions for inappropriate behaviour will follow those stated below.

Risk assessments will be carried out before any visits take place. Staff will identify pupils who are at risk and will discuss with the Deputy Head Teacher measures that can be put in place to ensure, that where possible all pupils can take part in the visit. If risks can not be effectively managed in this way then a pupil may not be allowed to take part in a trip or visit and in the case of the Y6 residential trip, parents may be asked to collect their child. Staff leading visits will ensure that all adults on a trip are clear about their responsibilities.

Discipline beyond the school gate.

Reports from children and parents of non-criminal bad behaviour and bullying taking place outside school, will be dealt with in accordance with procedures outlined in the Process for Behaviour Management and the Anti-bullying Policy.

In non - school related activities i.e. where there is not a school member of staff supervising the children but the children are recognisable by their uniform, reports of inappropriate behaviour will be investigated. The scale of sanctions for inappropriate behaviour will follow those stated below.

Scale of Sanctions

Positive behaviour management techniques are used in school. All members of staff will generally give children a 'warning' and a chance to apologise i.e. the opportunity to reflect on and change their behavior. If their own or the safety of others is compromised or there is deliberate damage to property or offensive language then an immediate sanction may be imposed.

If the poor behaviour continues:

- Golden Time minutes may be taken off
- The child may be sent to sit on their own within the classroom
- The child may be given 'Time Out' for up to 20 minutes at lunchtime The child may be sent to another class for a specific amount of time - this will also mean going to 'Time out' for 20 minutes at lunchtime play
- The child may be sent to Time Out where they may be asked to write lines as a reminder of expected behaviour or a letter of apology
- If a child refuses to leave the classroom or to follow instructions then the Behaviour Lead may be sent for and further sanctions such as Time Out or working in another class may be imposed. See Temporary Class move (TCM).

In each year group, teachers and teaching assistants will follow the same scale of sanctions for lesson times. These will be discussed at the beginning of the year and staff will agree sanctions for their year group for particular poor behaviour. These will be

looked at by the Behaviour Lead to check for progression through the school. All staff should be aware that the sanctions are a guide and must take into account the needs of individual children and the severity of the incident, when dealing with behaviour.

Pupils may also be sent to the Time out room at lunchtime, to complete work. Teachers will use their professional judgement regarding the amount of work that should be completed for each child, according to their circumstances. The pupil will only need to stay in the room until the work is completed and for no longer than twenty minutes. The supervising teacher can use their professional judgement for the length of time the pupil stays there.

Time Out & Lunchtime Detention

Time Out takes place at the start of lunchtime and is run by a member of the teaching staff. Pupils are sent for a 'minimum' of 10 minutes

Children who do something serious or persistently misbehave in class may be given a lunchtime detention for up to 20 minutes. A full 20-minute detention triggers a letter home. The teacher giving the lunchtime detention should complete the letter being sent home and the response slip should be returned to the Behaviour Lead. When given a detention pupils are expected to reflect on their behaviour and may have to write a letter of apology.

Pupils who display poor behaviour may also be sent to another class on a temporary basis, with work provided by their own class teacher. If they are sent to another class for a session, they will receive a lunchtime detention and parents are informed via a lunchtime detention letter.

The Behaviour Lead will liaise with class teachers when pupils have been in 'Time Out' more than twice per half term in Years 3 and 4 and more than three times per half term in Years 5 and 6. The Behaviour Lead and the class teacher will discuss a range of strategies to secure an improvement in behaviour. This may include meeting with parents to discuss the way forward.

Temporary class move (TCM)

If a child is persistently defiant or their own or the safety of others is compromised, they may be sent to another class for a longer period of time with appropriate work (typically this has been for half a day – 2 days depending on individual circumstances). The class teacher will inform the behaviour lead, who will inform the child's parents.

The child may be kept in at break and lunchtime but will be given necessary breaks to eat, use the toilet and have fresh air.

A record of a Temporary Class Move will be logged in 'Q' drive/Behaviour/TCM.

Break times & Lunchtimes

The expectations of behaviour in school as outlined in the policy are the same at all times and places within the school day. It is acknowledged that the issues arising and children's perceptions may be different during 'free' time. The Golden Rules have been amended for the playground and will be displayed.

Playground Rules

We are honest and tell the truth.

We show respect for people, property and the environment.

We are kind to each other and play responsibly and co-operatively.

We listen carefully to adults and follow instructions.

I will say sorry if I've done something wrong.

If we can't sort a problem out fairly by ourselves we will tell an adult.

When we talk to an adult about a problem, we will tell them if it's happened before.

At breaktime teaching staff are on duty and will apply playground sanctions for poor behaviour. All staff should be aware that the sanctions are a guide and must take into account the needs of individual children and the severity of the incident, when dealing with behaviour.

At lunchtime Midday Supervisors (MDS) will apply the same sanctions in the following way:

- If a child loses Golden Time (GT) minutes, the child will tell the MDS positioned at First Aid. These will be noted down and the lead MDS will inform class teachers at 1.30pm, if GT minutes have been lost by pupils in their class.
- If a child is given Time Out (TO) by a MDS, the child will tell the lead MDS, who will write it in The Time Out folder for the next day.

A member of the Senior Leadership Team (SLT) will be on duty from 1.15pm and will support with behaviour issues.

There will also be a Reflection Room at lunchtime. This will be supervised by a Teaching Assistant (TA) from 1 – 1.30pm. Children can be sent to this room by a MDS if they feel the child needs to calm down and needs time out off the playground. Children can also take themselves to this room if they need a place to sit quietly. The adult will support the child with strategies for reflection. The TA will inform the Behaviour Lead if there are patterns arising concerning individuals.

Playground sanctions

Type of behaviour	Sanction
	If child continues with poor choice of behaviour after the following sanctions then refer to SLT
Winding another child up by teasing or provoking	Warning - then 2 min. off GT. If persists 5 min. off GT
Play fighting	2 min. off GT

	5 min of GT if someone is hurt
Fighting in anger	20 min. Time Out – lunchtime detention – could be more depending on context and history.
Pushing/barging/kicking/ Slapping deliberately.	10 min. TO
Answering an adult back – if they are just being rude. If they are standing up for themselves then we educate them how to say things appropriately.	Warning then 5 min. GT then 10 min TO
Breaking or damaging something	Warning (of behaviour which may lead to damage) 2 min. GT if an accident 5 min. off GT 10 min TO if severe and on purpose
Not following instructions	Warning then 2 min. off GT. then 5 min off GT
Saying unkind things to others eg. names	Warning then 5 min. off GT.
Not telling the truth	5 min. off GT
Swearing	Up to 20 min. TO lunchtime detention, depending on what has been said
Playing a game or with equipment unfairly	Warning then 2 min. GT then 5 min. GT
Using equipment incorrectly/dangerously	Warning then 5 min. GT or 10 min TO depending on how dangerous
Spoiling someone's game	Warning then 2 min. off GT then 5 min. off GT
Bullying concerns or any comments related to protected characteristics – 'race, religion or belief, sex and sexual orientation, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity'	Write down details and tell SLT immediately

When sanctions are given, staff will not discriminate against pupils in accordance with the Equality Act, 2010.

Behaviour Plans and Further Support

If a pupil's behaviour is giving cause for concern and the sanctions above are not adequately addressing the behaviour, a Behaviour Plan may be implemented. This will involve targets being set for the pupil and progress against the targets monitored by the Behaviour Lead and the Class Teacher. The plan will be discussed with the pupil and their parents and reviewed at regular intervals. The aim will be for the pupil to be supported in reflecting on and changing the behaviours causing concern.

The Behaviour Lead will make sure that Midday Supervisors (MDS) are kept up to date with current Behaviour plans where necessary. All behaviour concerns are stored on the 'R' Drive and are updated and distributed monthly. Class Teachers will make any staff working with the children, aware of any behaviour concerns.

Children whose behaviour is having a negative impact on their learning or the learning of others, may have a plan developed in consultation with the SENCo (Special Educational Needs Coordinator), Behaviour Lead, Head Teacher or Deputy Head Teacher, Class Teacher and parents.

Lunchtime activities will be run by Teaching Assistants who will focus on developing the social skills of identified pupils. Children may also be referred for sessions with an Emotional Learning Support Assistant (ELSA). The Behaviour lead will liaise with the Behaviour Support Team (BST), Child and Mental Health Service (CAMHS), and other appropriate agencies in developing further specific behaviour strategies.

DFE Guidance: Behaviour and discipline in schools, January 2016:

'Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.'

Serious offences

Any bullying concerns or concerns regarding protected characteristics or inappropriate use of social media are reported to the Behaviour Lead, Deputy Head or Head Teacher immediately (refer to Anti-Bullying Policy for procedures to follow). Details of what they have witnessed or what the child has reported must be written down.

Open and persistent defiance and persistent or extreme aggression receive the attention of the Behaviour Lead, Deputy Head or Head Teacher.

A decision may be made to remove a child from the playground for a specific number of days. The child may be kept in at break and lunchtime but will be given necessary breaks to eat, use the toilet and have fresh air. Other consequences could include a TCM or internal exclusion.

Any bullying concerns or concerns relating to a protected characteristic or inappropriate use of social media are logged and reported termly to the governing body via the Pupils' and Curriculum Committee. Refer to anti-bullying policy for procedures to follow.

NB All concerns will be fully investigated against protected characteristics or types of bullying. These will be recorded and reported back to the victim, person making the allegations, perpetrator and relevant parents.

Malicious allegations against staff

Any allegation against a member of staff will be investigated under the Child Protection Policy and Procedures in relation to DFE Guidance: Keeping children Safe in Education, September 2016.

In respect of malicious or unsubstantiated allegations

193: ' If an allegation is determined to be unsubstantiated or malicious, the designated officers(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. '

See also DFE Guidance: Allegations of abuse against teachers and non-teaching staff, March 2012.

Internal Exclusion (Isolation)

This will be decided in consultation with the Head Teacher, or in her absence the Deputy Head Teacher. This applies to pupils who are rude and defiant to staff, those pupils whose behaviour harms the education or welfare of the pupil or others in the school and pupils who display persistently poor behaviour.

The internal exclusion could be to a room within the school, away from other pupils, with appropriate support and supervision and may continue during break periods.

This may be used where sanctions such as Lunchtime Detention or working in another class are not deemed appropriate and the behaviour is not sufficiently serious to merit a Fixed-Term Exclusion. It will only be used when it is in the best interests of the child or other pupils.

'The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare... Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is

used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.’ ((DFE Jan’16: Behaviour and discipline in schools, 42 and 43).

Internal exclusions should be logged by the Headteacher, Deputy Head or Behaviour Lead on ‘P’ drive/Exclusions/Summary of internal exclusions and a hard copy kept in the Behaviour Folder. They should be for the shortest time possible and subject to review, with the necessary follow up and support. The school will evaluate the impact of internal exclusions.

Exclusion

Exclusion is a last resort and is only used after careful consideration.

The following is taken from DFE guidance 2012/updated July 2017: Exclusion from maintained schools, Academies and pupil referral units in England.

Section 3 The head teacher’s power to exclude - a guide to the law

(1) Only the head teacher (includes acting head teacher) of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period.

(2) A fixed-period exclusion can also be for parts of the school day. For example, if a pupil’s behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher’s duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

3. The law does not allow for extending a fixed-period exclusion or ‘converting’ a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

4. The behaviour of a pupil outside school can be considered grounds for exclusion.

5. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

If a pupil is to be excluded The Head teacher or Acting Head teacher will follow current DFE legislation.

Power to Search and Confiscation

DFE advice: Behaviour and discipline in schools, Jan 16 states:

'There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** ...enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Weapons and knives and extreme or child pornography must always be handed over to the police.'

Any confiscated item other than those prohibited under the DFE guidance above will be returned to the child at the end of the day, unless the items are unsafe in which case they will be returned to the parents. There is strict guidance on how to deal with prohibited items in the DFE document 'Screening, searching and confiscation – advice for head teachers' February 2014/updated January 2018.

Incidents involving the use of reasonable force

In some circumstances, physical intervention with a child/young person may be seen as appropriate e.g. preventing an accident or to prevent injury to themselves or others. This should be achieved with minimum force and for minimum time.

DFE advice: Behaviour and discipline in schools, Jan 16 states:

38: 'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39: Headteachers and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons,

alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

This search will be carried out with two members of staff present, one of whom must be the same sex as the person being searched.

40: Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.'

See further advice in DFE guidance: Use of reasonable force, July 2013.

If a child's behaviour suggests that physical restraint may be necessary, this should be recorded in the Behaviour Plan.

If possible there should be two adults present when a child is restrained. One of these should be the Head or Deputy, or a member of SLT in their absence, who have received training in Positive Handling. Staff members should act immediately and request the Head, Deputy or a member of SLT to be sought asap.

The incident should be recorded by the Head Teacher or Deputy Head Teacher and the Behaviour Lead. Any such incidents should be recorded on the form 'Record of the use of reasonable force'. This will be saved on Q/Behaviour/use of reasonable force.

NB for monitoring and evaluation purposes all records of behaviour incidents, bullying concerns and concerns relating to protected characteristics or inappropriate use of social media, will be logged on Q and kept in folders in the Behaviour Lead's office so that they can monitor them half termly for patterns. The Behaviour Lead keeps a running record of all concerns stated above. This is logged on Q/Behaviour/record of bullying, Q/Behaviour/record of protected characteristics, Q/Behaviour/record of social media.

The Behaviour Lead evaluates these and reports to the governing body termly via the head teacher in the Pupils' and Curriculum Committee.

Appendix I

Principle

Golden time is meant to be a reward for following the school rules so the principle is that it should be enjoyable

Aims

- 1) Children enjoy their reward
- 2) All children are safe
- 3) Children advance their social and physical skills in a positive manner

Practice

At the beginning of each half term, each year group will give the Behaviour Lead their plan for Golden Time.

Options:

- 1) Each year group decide on a plan for the half term

Each half term- each year group choose 3 reward activities if they wish.

This must be decided with the children because it is a reward. Each class would then have each activity twice in a half term.

Each teacher or cover is responsible for their own class.

or 2) Arrange the golden time to stay in your own classes. It could be a different activity in your classroom each week decided by the children.

Minutes Lost

If outside, the children who have lost minutes, should be lined up. Negotiate who is monitoring them (teacher or support staff) and who is supervising the others.

If you can't supervise your whole class alone, then don't go out.

Children on support plans are still on play plans for Golden Time.

If individual children have designated areas on the playground they will need to stay in which ever is their designated area for that day at break time. There must be a named adult to supervise them at all times.

No Equipment

Small sponge balls only - no kicking the balls

NB.If there are several classes outside for Golden Time:

There are 3 areas to supervise

1. From the big tree and all year 6 area
2. From the big tree to the where the fence juts out from the garden – with the person standing around there looking towards the water fountains, checking to see that there are no groups of children playing there.
3. Near the gazebo, facing the year 3 area; this means you can see courts 1 and 2, the gazebo and the Year 3 area.

Non negotiables

- Look and see what area is and isn't covered; if there aren't three staff then no-one should be out.
- Different staff will be out each week; sort out who is going where and circulate in your area (remember individuals in designated areas also need to be supervised)
- No irrelevant conversations with staff, no in-depth conversations with children other than sorting out their issues
- Wear your high viz jacket; it makes it much easier to find support for a child
- Be alert for each other i.e. if there is an incident get another adult (LSA) to cover your spot

Monitoring and evaluation

The Behaviour Lead will 'drop in' to observe Golden Time once per half term and take any necessary action.