

# FIRTHMOOR PRIMARY SCHOOL



## Behaviour and Exclusions Policy

Date policy approved	October 2020
Review frequency	Bi-Annual
Review date	October 2022

*During the COVID-19 pandemic, please refer to the Behaviour Policy – addendum for use during COVID-19*

This policy should be considered alongside other related policies within the school:

Attendance Policy  
 Complaints Policy  
 Single Equality Policy  
 SEN Policy  
 Health and Safety Policy  
 Anti-bullying Policy

#### Appendices

1 – Rewards  
 2 – Consequences KS1  
 3 – Consequences KS2  
 4 – Exclusion procedure  
 5 – Physical Intervention / Positive handling of pupils

### Introduction

*“Good behaviour is a necessary condition for effective teaching and learning to take place.”*

In Firthmoor Primary School we expect high standards of behaviour by developing codes of conduct that are based on shared values, supported by a system of rewards and, where necessary, sanctions.

We believe that it is important that our school should educate and guide children into making an informed choice between right and wrong. We also believe that we have a responsibility to society to help children to become responsible citizens.

This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. We also hold an Anti-Bullying Policy, which is available on our website

### Aims

- To create a school ethos where good behaviour ensures effective learning
- To create an environment which encourages and reinforces good behaviour
- To ensure consistency of approach to behaviour expectations and strategies throughout the school
- To promote self-discipline, respect and positive relationships

In order to achieve our aims, we:

- Recognise and reward positive behaviour
- Provide children with strategies to enhance positive behaviour
- Support families of children with behavioural concerns
- Work alongside other agencies to provide extended support services for staff and families

### School Ethos

Adults in school have an important responsibility to model high standards of behaviour, as their example has an important influence on the children.

We aim to:

- Encourage relationships based on kindness, respect and understanding of the needs of others whilst promoting good role models
- We ensure fair treatment for all regardless of age, gender, race, ability and disability

We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience.

We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour

### **The Curriculum and Learning**

We believe that effective learning contributes to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to promote good behaviour.

### **Classroom Management Procedures**

Relationships between adults and children, and strategies for encouraging good behaviour have a bearing on the way children behave. The classroom environment also gives clear messages to the children about the extent to which they and their efforts are valued.

- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.
- School rules, rewards and consequences for behaviour expectations should be explained to pupils at the start of each school year and revisited on a regular basis
- Clear instructions using positive language should be used.
- Adults should use a calm but firm manner when dealing with behaviour issues.
- The class environment should be conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

### **Rules**

School rules are displayed in each classroom and are regularly brought to the children's attention.

- Get on with my work and do my best.
- Do as I am asked straight away.
- Treat others as I hope they will treat me.
- Take care of and respect my school.

Our expectations of pupils in our school are;

- Arrive on time to lessons/classes
- Listen carefully and respectfully to the teacher
- Treat others with respect and consideration at all times
- Move sensibly and calmly around the buildings and grounds
- Never make hurtful comments to others
- Violence of any form is not acceptable

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than a focus on negative behaviour which impacts upon learning. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise.

Our reward system is designed to recognise all children. As well as whole school strategies (*Appendix 1*) staff may use a variety of rewards appropriate to their own class or group e.g. table points/raffle tickets.

### **Consequences**

Although rewards are central to the encouragement of good behaviour, there is also a need for sanctions. All staff have a shared responsibility for maintaining high standards of behaviour throughout the school.

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

It must be clear why the sanction is being applied and children made aware that there are consequences as a result of unacceptable behaviour. (*Appendix 2 – KS1 and Appendix 3 – KS2*)

School staff may confiscate pupils' property and request that a responsible adult collects it from school at an appropriate time

### **Reflection**

Children who are still not following classroom rules after a period of "time out" are given time away from the classroom to reflect on their behaviour, accompanied by a member of support staff or the school's Inclusion Officer

- Parents are informed and KS2 children make up for lost learning time with an after-school detention
- The child is given the opportunity to discuss with an adult how they might modify their behaviour

### **Exclusion**

Where anti-social, disruptive or aggressive behaviour is extreme, children may be subject to an in-school exclusion. In such cases, pupils are taught away from their class group and remain isolated at break and lunchtimes. As a last resort, sanctions may include fixed term or permanent exclusion. ([Appendix 4 – Exclusion Procedure](#))

The school works in partnership with a Behaviour Support consultant to provide support to both the pupil and their family.

For a fixed term exclusion, work will be provided by the school to be completed at home. A meeting is held with the excluded pupil and parents/carers before a return to school.

If behaviour continues to be extreme and all previous support has been unsuccessful, then further support would be sought to arrange a 'managed move' for the pupil in preference to a permanent exclusion.

### **Parental Partnership**

We place a high priority on positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour.

Each term parents will be offered the opportunity for face to face discussions on their children's overall progress. Where behaviour is causing concern, parents will be informed at the earliest stage. Their involvement will be sought in devising a plan of action which may include guidance from extended support services.

A parents' group, organised and led by the school's Inclusion Officer in partnership with the Behaviour Support Team meets, as required, at school.

### **Young Carers**

Children identified as young carers will receive additional support where necessary and have access to the designated young carers' leads in school

### **Playground Behaviour**

We recognise that the consequences of poor playground behaviour can adversely affect classroom learning.

We provide a high level of supervision during break times as well as a varied selection of playground equipment and games. The school also has free use of the community multi-games area which is used on a rotation system by the pupils as well as part of our reward system.

Older children act as role models for good behaviour, undertaking a variety of playtime duties, such as assisting with supervising younger pupils around school

If a child demonstrates unacceptable behaviour at playtimes sanctions will apply and are monitored, which may result in removal from the playground.

### **Anti-bullying**

We believe that all children have the right to feel confident, safe and secure in our school. It is the responsibility of all adults to make sure we teach our children and help them to understand that words and actions that threaten, hurt or upset others are not acceptable.

All incidents of bullying are taken seriously and dealt with to ensure our children's feelings are respected. The Inclusion Officer facilitates discussion between pupils following friendship disputes and suspected bullying incidents to promote good peer relationships

It is extremely important that our families feel they can trust us to resolve problems fairly and will be kept informed of actions taken to resolve the incidents.

### **Safe Handling of Children**

Physical intervention is avoided unless absolutely necessary and may be used under the following circumstances:

- To prevent a child committing an offence.
- To prevent a child harming/injuring themselves or others.
- To prevent a child damaging property.
- To ensure the maintenance of good order and discipline.

If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy (appendix 5)

In certain circumstances, school staff retain the right to discipline pupils who display inappropriate behaviour when they are not in school, e.g. on the way to and from school premises.

All physical interventions will be recorded and reported to parents and monitored by the Governors.

### **SEND**

The school acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with Special Educational Needs and Disabilities.

We aim to keep children in the supportive environment of our school and implement strategies to help those children presenting behavioural difficulties.

Any child who persistently demonstrates disruptive behaviour or causes serious concern will be placed on the SEND register and a support plan will be devised to meet the needs of the individual through a specially designed behaviour modification programme.

Where necessary other agencies will be asked to support the child, their family and the school in its implementation.

### **Monitoring and review**

This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary

# Rewards

- Praise



- Stickers and Certificates



- Special Treats

- Messages Home



- Pupil of the Week Award

# Consequences

## Key Stage 1

- Verbal Warning  
3 warnings will lead to.....
- 'Time out' within class
- Missing break time
- Loss of privileges e.g. class treats
- School based community service e.g. cleaning up in the dinner hall
- Interview with parents and headteacher

## Consequences Key Stage 2

- **Verbal Warning**  
3 warnings will lead to.....
- 'time out' within class
- Missing break time
- Time out - taken away from class
- Loss of privileges - e.g. position as buddy
- School based community service - e.g. litter picking
- After school detention

## Exclusions

### What is Exclusion?

Exclusion is when a child is not allowed to attend their school following a breach of the school's behaviour policy. Exclusions can be lunchtime, fixed term or permanent.

### Fixed Term Exclusions

Can be lunchtime or ½ a day and up to 45 days in any school year. Pupils must not be in a public place during school hours while excluded. The school will:

- inform parents/carers as soon as possible by telephone and by letter. This letter should include dates, reason for exclusion, any re-integration meeting details and who to contact
- provide work for the child to complete and return
- provide full time education from the 6th school day of exclusion onwards
- review all exclusions with the governing body, who must also discuss any exclusion/s totalling 15 days or more in a term. Parents/carers must refer to the schools complaints procedure if they feel the school has not acted fairly

### Permanent exclusion

The school will only permanently exclude when:

- a child seriously breaks the School's Behaviour Policy or breaches it on a persistent basis
- if a child were to remain in school, it would seriously harm his/her education or welfare or that of others in the school

The school will:

- inform parents/carers as soon as possible by telephone and by letter. This letter should include the reasons for the exclusion and details of your right to make representations about the exclusion to the governing body and how such representations should be made.
- inform the parents/carers that they are legally required to ensure that, for the first five days of the exclusion, their child is not present in a public place during school hours without reasonable justification, and that failure to do so could result in a fixed penalty notice being issued to your or prosecution
- inform the local authority of the exclusion.
- provide work for the child to complete and return for the first five school days
- arrange a meeting with the governing body between by 15th school day following the exclusion
- invite parents/carers and the child to attend any necessary meetings and send copies of all the papers which will be presented to the governors, five school days before any of the meetings take place

The Local Authority will:

- contact the parents/carers as soon as possible to arrange education provision from the 6th school day following the exclusion
- attend any necessary governing body meetings held at the school
- offer support and guidance regarding the procedures regarding exclusions

## **Positive handling of pupils / physical ‘intervention’ policy**

### **Introduction**

The term ‘Positive Handling’ includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a student. The term ‘physical restraint’ is used when force is used to overcome active resistance. These are referred to as ‘Restrictive Physical Interventions’ in National Guidance (DfE “Use of Reasonable Force” – A Guide for Headteachers, Staff, and Governing Bodies; July 2013)

A clear and consistent positive handling policy supports pupils who have social, emotional and mental health difficulties within an ethos of mutual respect, care and safety. Pupils experiencing social, emotional and mental health difficulties sometimes present a risk to themselves and others. Section 93 of the Education and Inspections Act 2006 describes the circumstances in which teachers and others authorised by the respective academy’s Principal may use reasonable force to control or restrain students. Examples of when such action may be reasonable are to prevent pupil from doing, or continuing to do, any of the following:

- injuring themselves or others
- causing damage to property (including the pupils own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

This policy details how we implement the guidance across the school. It should be considered alongside LA policy statements and national guidance to help staff ensure that any actions they take are reasonable, proportionate and absolutely necessary.

### **Who can use reasonable force?**

The Act allows all members of school staff and other people who have been authorised by the Headteacher to have control or charge of pupils, such as volunteers or students. Staff should make reasonable adjustments for disabled children and children with special educational needs (SEN).

In normal practice, only staff who have undergone specific training in the use of physical intervention will restrain pupils.

The school takes its duty of care towards students, employees and visitors to the academy/school very seriously. Staff protection is an important part of student protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the students in our care.
- The second is the welfare and protection of the adults who look after them

### **Practical considerations**

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour.

Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own behaviour management by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Before intervening physically, a teacher can, wherever practical, still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

### **Well Chosen Words**

A well-chosen word can sometimes avert an escalating crisis. When students are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

### **The Last Resort Principle**

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

*“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”*

*Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O*

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

If physical intervention is necessary it may take several forms. It might involve staff:

- physically interposing between pupils or blocking a pupil’s path
- leading a pupil by the hand or arm

- moving a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds (only by trained staff)

Staff should always try to deal with a situation through other strategies before using physical intervention.

### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported. When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs).

Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded (for instance in a room). Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

### **Positive Handling Training**

All staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Positive Handling, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Positive handling training is always provided by qualified instructors with rigorous guidelines. Further details of the Positive Handling training used by school can be found on the website <http://positivehandling.education/learning/>

### **.Recording Incidents**

It is important that there is a detailed written report of any occasion where physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and where it will be helpful should there be a complaint. Immediately following any incident, the member of staff concerned should inform the Headteacher, a senior member of staff or the inclusion officer and provide a written report as soon as possible via CPOMS. This should include;

- the name(s) of the pupil(s) involved, and when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that physical intervention was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of physical intervention used, how that was applied, and for how long
- the pupil's response and the outcome of the incident
- details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property – if applicable

Following the completion of the report, the Headteacher will to inform parents/carers of the incident involving their child, and give them an opportunity to discuss this further, if necessary.

### **Follow Up**

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the behaviour management policy or this positive handling policy.

### **Risk Assessment**

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else. Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training.

Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

### **Complaints**

A dispute about the use of physical intervention by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under the child protection procedures. DfEE Circular 10/95: Protecting Children from Abuse gives guidance about the latter, and about procedures for dealing with allegations against teachers.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of physical intervention was reasonable in all the circumstances. In that event, however the panel, or court, would have regard to the provisions of section 550A.