



Ferham Primary School

Behaviour Policy

September 2016

Date agreed by Governors: September 2016

Review date: July 2017

Aims

- To show consistency with all pupils all of the time.
- To implement a whole school Behaviour Policy supported and followed by our whole school community, parents, teachers, children and governors, based on community cohesion and shared values.
- To apply this policy into our caring, family atmosphere in which learning and teaching can take place for all in a safe and supportive environment.
- To teach, through the curriculum, positive values and attitudes, that will promote and expect responsible behaviour, encourage self discipline and self respect and respect for other people and for property.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to the children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

Rewards for positive behaviour

- Individual gold points – when children achieve 25 points they can choose to either ‘spend’ or ‘save’ their points to receive a prize from the Headteacher.
- Move their rocket up a star towards the gold star on the classroom display. When a child reaches the gold star, they are displayed on the ‘star’ board in the entrance hall and receive a golden ticket.
- Classroom credits award – classroom credits are given to a class by adults who think the whole class deserve a ‘point’ for their learning/behaviour/attitude etc. The class with the most credits at the end of the week is presented with the award and the class will receive 15 minutes extra playtime.
- Star of the week award – (chosen by the class teacher) presented to one child in each class and each week these children attend a tea party with the learning mentor
- Attendance award – presented to one class each week for the best attendance
- Attendance certificates – presented to children each term for 100% attendance. Bronze for 1 term, silver for 2 terms, gold for 3 terms
- Headteacher’s award - presented to one child each week
- Send a child to share work or example of good behaviour with another teacher/class/Headteacher.

If pupils are displaying unacceptable behaviour

- Redirect to another activity.
- Talk to the child – calm the situation.
- Discuss the behaviour in circle time/ school council.
- Move the child from the group to work on their own.
- Repeat work.
- Miss playtime, with supervision to support the child.
- Look at behaviour modification in consultation with the SENCO.
- Change classroom organisation.
- Use different resources.
- Rewards of gold points to children doing the right thing.

- Sharing models of good behaviour.

The classroom display of stars and rockets is a visual representation of the children's attitude to learning and classroom behaviours. The children start each day (or each morning and afternoon depending the teacher choice) on the middle star to demonstrate 'ready to learn'.

Adopting the above strategies should prevent most children from progressing further along the disciplinary procedure.

Sanctions for poor or unacceptable behaviour

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child. Each case is treated individually. Pupils at Ferham are made aware that they are responsible for their own actions and that breaking rules that affect the safety or education of others is unacceptable and will lead to punishments.

All pupils at Ferham Primary School are expected to follow the classroom rules (see appendix 1).

Where children choose not to follow the shared rules

- A warning and reminder is given by an adult.
- Time out is taken by the pupils within the classroom or on the playground e.g. sitting on the floor at the back of the room for a short time (no more than 5 minutes), standing next to an adult on the yard.
- If poor behaviour continues and it is appropriate, the pupil can be sent to another member of staff for a short time (approximately 5 minutes).
- If poor behaviour continues, then the pupil misses a playtime. He or she is accompanied to the toilet then either continues to work or holds hands with an adult on duty. A behaviour log needs to be completed, recorded and filed in the classroom behaviour file. The class teacher should make every effort to inform the parent/carer of the incident. This is to be recorded on the behaviour log (appendix 2).
- There can be up to 3 missed playtimes in a week.
- Where 3 missed playtimes have taken place, the class teacher informs the headteacher or deputy head. Parents/carers are contacted by the class teacher to discuss the child's behaviour. This is recorded on the behaviour log.
- School works with the family to guide the pupil to positive behaviour.
- If poor behaviour continues, the class teacher is to discuss alternative and personalised strategies with the headteacher or deputy head (e.g. learning mentor support, specific behaviour targets, personalised reward system, referral to Behaviour Support Service). Parents/carers are contacted by the class teacher to discuss the child's behaviour and this is recorded on the behaviour log.
- If a child's behaviour is persistent and causes concern, then a risk assessment (appendix 3) must be completed by the Head teacher and class teacher with a full consultation with parents.

- Some children may display behaviour that demands an Individual Behaviour Plan (see appendix 4) this must be shared with above in addition to behaviour support.
- The Local Authority guidance and policy for exclusions will be followed and each case considered on an individual basis.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their reinforcement.
- By attending meetings with school, parents' evenings, community functions and by developing informal contacts with the school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.



Appendix 1

Our School Rules



Be in the right place,
at the right time,
doing the right thing!



Appendix 2 – Behaviour Log

Ferham Primary School

Behaviour Log

| | | | | |
|---------------------------|----------|---|---------|---------|
| Bullying | Racism | Highlight if relevant and submit to SLT | | |
| Name of child | | Class | | |
| Date of report | | Date of consequence | | |
| Consequence type | | | | |
| Holding hands | In class | 5mins | 10 mins | 15 mins |
| Disrupting learning | | Talking inappropriately | | |
| Violent conduct | | Inappropriate classroom/yard behaviour | | |
| Damage/vandalism | | Other | | |
| Parents informed/comments | | | | |
| Completed by | | | | |

Appendix 3

Children & Young People's Services

Premises:

Work Activity: **Behaviour Support**

Assessor(s):

Date:

RISK ASSESSMENT

Pupil:

Any diagnosed disability:

Pages **9**

Review date:

| 1. What could go wrong? | 2. Who might be harmed? | 3. Control measures at present | 4. Further action required (if any) |
|--|-----------------------------|---|--|
| <u>AGGRESSION</u> – physical – injury to self / others – damage to premises / property | Pupils Staff Visitors | <p>Schools Behaviours Policy</p> <p>Health and Safety Policy</p> <p>Home/School Agreement</p> <p>Bullying Policy</p> <p>SEN Policy</p> <p>First Aid training</p> <p>Positive Handling Training</p> <p>PSHE/Citizenship curriculum – raising esteem/confidence</p> <p>Staff handbook (don't forget supply staff)</p> <p>Governors Discipline Committee</p> | <p>Behaviour Support /Handling Plan</p> <p>Parenting Contract/ABC</p> <p>Behaviour log/record</p> <p>I.E.P/P.S.P e.g. time out distraction free area/room etc.</p> <p>CCTV (Internal/External)</p> <p>Key worker</p> <p>Multi agency involvement – RCISS, Education Psychologist etc.</p> <p>Raised awareness of any medical conditions</p> <p>Social Skills/awareness</p> |
| <u>AGGRESSION</u> – verbal | Pupils Staff Visitors | As above | As above – minus handling plans |

| 1. What could go wrong? | 2. Who might be harmed? | 3. Control measures at present | 4. Further action required (if any) |
|---|-----------------------------|---|---|
| <u>LEAVING CLASS</u> – without permission | Pupils Staff Visitors | School Policies (see aggression) Designated ‘chill out places/people | CCTV (Internal) Deployment of support staff Window grills/locks high handles, buzzers Window restrictors fitted above ground level |
| <u>LEAVING CLASS</u> - with permission e.g. sent out of lesson Reduced access to mainstream education | Pupils Staff Visitors | Person going to is free to deal with situation/expecting them Are supervised (if angry etc) Information for new/supply staff – handbook | CCTV (Internal) Inform parents / guardians that their child has had to be removed from class |
| <u>LEAVING PREMISES</u> – <u>UNAUTHORISED</u> Injury to self / others Damage to premises / property | Pupils Staff Visitors | Policies and practice known by all staff School Security Systems Registration Procedures Updated emergency contact details EWO Road Safety Training Travel Training | Parenting Contract Swipe Cards CCTV (internal & external) Behaviour Support/Handling Plan |

| 1. What could go wrong? | 2. Who might be harmed? | 3. Control measures at present | 4. Further action required (if any) |
|---|-----------------------------|--|--|
| <u>VANDALISM</u> Injury to self / other Damage to premises / property | Pupils Staff Visitors | Schools Behaviour Policy Health and Safety Policy Home/School Agreement Bullying Policy PSHE/Citizenship curriculum Policies re: storage and handling of specialist equipment e.g. craft knives, scissors, etc. Classroom management/Circle time | CCTV Fencing Anti Vandal Paint ASBO/ABC Parenting Contract Behaviour Support Plan/ Handling Plan IEP/PSP Regular premises expectation Positive Intervention strategies e.g. graffiti art |

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| <u>SELF HARM</u> | Pupils | School Nurse As above Child Protection Policy First Aid Training | Multi Agency meetings. Raising staff awareness training. MIND training session. LEA Safeguarding Officer. Specialist equipment risk assessments. Supervision and monitoring of 'quiet' areas. Behaviour Support/Handling Plan. |

| 1. What could go wrong? | 2. Who might be harmed? | 3. Control measures at present | 4. Further action required (if any) |
|---|-----------------------------|---|---|
| <u>MEDICAL CONDITION</u> <ul style="list-style-type: none"> • Inappropriate behaviour (because of medical condition) • Injury / ill health • Damage to premises / property | Pupils Staff Visitors | First Aid Training up to date. Contact numbers: parents, doctors etc. School risk assessment/plan for that condition. Medication in school if necessary. Regular reviews to keep updated about condition with parents/medical staff invited. Awareness of child's condition via statement/other shared with staff. Key worker/named person. Specific advice/training about that condition. | Further training/awareness (staff and other pupils). Reasonable adaptations for access. Consideration of need for communication eg buzzer/mobile. Consider manual handling training. Further training/awareness raising. Positive handling training (considered). Quick method of informing staff public (e.g. card to hand out). Behaviour Support/Handling Plan. |
| <u>HOMEVISITS</u> Accidents / incidents, Assault, Road traffic accident, car breakdown | Self | Check council database as to how to be safe/known risk) (EWS). Communications (mobile) Pre-visit communication if possible to check safety. Basic training: Protocols. Be prepared to exit if you consider you will be put in danger e.g. aggression, dogs. Report concerns to school/appropriate officer in service. Park vehicle readily accessible and visibly safe place. Sit/stand near exit Refer to CYPS example risk assessments on intranet. | Consider Satellite tracking systems on mobile phones. Escort if thought necessary. Buddy system – ring somebody to say you are in if it the last visit. |

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|---|--|--|---|
| <u>TRANSPORT OF PUPILS (In own car)</u> | Pupil Driver Others in car Public | Driver has clean licence. Appropriate insurance (carrying passengers) Child locks on doors. Parental Permission. Itinery left with school/office. Student signed in and out of school Emergency contact and health details. Safe place to stop. Mobile phone. Booster seat in rear of car where appropriate See C&YPS guidelines for transporting pupils. Ensure pupil is reasonably compliant. Check there is somebody in where you are going. Travel Plan including Behaviour Support Plan. | Display 'school pupil in transit' sign. Consider additional escort re risk assessment. Post risk assessment must be completed and logged with school/service. |
| <u>TRANSPORT OF PUPILS in bus/coach</u> | | See Circular 146 - Appropriate risk assessments are followed and procedures adhered to. | |

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| <u>WORKING OFF SITE/RESIDENTIAL</u> | Self Child Parent Public | See Circular 146 (re out of school activities) (ensure there is access to this with in service) | |
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| <u>ALLEGATIONS</u> | Staff | Clear Policy and guidelines within school/shared with agencies involved. Child Protection procedures and training. All allegations need to be recorded/investigated by senior management and that information that the child had made allegations BUT shared with any agencies working with that child. Post incident advice for member of staff. Making child aware of all implications. Confidentiality for person who has received the allegations. | Agencies advised re request whether allegations have been made previously by child before working 1:1 with child. Seeking union advice. Behaviour Support Plan to include:- Work in an 'open space' with the client. Avoid 1:1 work in secluded locations. Leave clear space between yourself and the client. Avoid handling the client unless absolutely necessary. Report any physical intervention to line manager/service client. |

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| <u>GETTING INTO DANGEROUS PLACES</u> | Pupil (s) Staff Public | Rules and consequences. Restrict unsupervised times. Restricted access Staff aware of appropriate ways to deal with child/situation. | Increased supervision during unstructured times. Behaviour Plan/IEP. Identify triggers. |
| <u>PARENTAL/ADULT INVOLVEMENT</u> | Pupil (s) Staff Visitor General Public | Entry procedures – locks/signing in etc. Meetings with more than one member of staff present. Leaving doors open. Other staff aware of meetings. Staff aware of personal safety issues –e.g. standing between door/exit and other person. | List of potentially threatening parents to be ongoing. Parent Partnership involvement (Ban from premises). Police involvement. Training – use of ‘diffusing’ strategies. |

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| <u>CLIMBING:</u> | Pupils Staff Visitors Equipment | Rules and consequences in place. Staff aware of appropriate ways to approach/deal with child/situation. (Training) Warning notices. Anti vandal paint on drainpipes. Fencing on edge of roof. Restricted access. Behaviour Support/Handling Plan. | CCTV Increased supervision during unstructured times. Visual warnings (pictures/words multi lingual) Cut overhanging branches near to railings. Remove lower branches. |
| <u>SEXUALISED BEHAVIOUR</u> <ul style="list-style-type: none"> • Use of inappropriate language • Use of inappropriate gestures/drawings • Inappropriate touching of themselves/others • Sharing inappropriate | Pupils Staff Visitors | Child Protection Policy. Nominated person. Rules/consequences in place. Involve appropriate agencies. Behaviour Support/Handling Plan. | Consider 'Miss Dorothy' (National programme) Staff Training PSHE/Citizenship sessions to cover. Safe at Last (formerly Junction Project). |

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| <u>FIRE SETTING</u> <ul style="list-style-type: none"> • Setting fire to objects (e.g. bin, furniture, curtains) • Setting fire to hair/person • Setting fire to aerosol cans • Setting fire to buildings/cars | Pupils Staff Visitors Local residents | Matches/lighters banned from premises. Consequences in place/Rules in place. Parental involvement/Parental Contract. Fire safety equipment and procedures in place. Restrict unsupervised times. PSP/IEP/IBP. Behaviour Policy. Health & Safety Policy. Home School Agreement. First Aid Training. Behaviour Support/Handling Plan. | Talk/Input from fire service for pupils. Increased supervision during unstructured times/certain lessons e.g. science with bunsen burner. Increased communication between all parties involved. PSHE/Citizenship Search (with parental permission) |
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|---|---|--|--|
| <u>MISSILES</u> <ul style="list-style-type: none"> Physical injury Damage to property equipment e.g. if laptop thrown Damage to building | Pupils Staff Visitors General public | Consequences and rules in place. Lock away expensive equipment. Lock rooms when not in use. Restrict unsupervised times. Promote responsible use of equipment. First Aid equipment up to date and accessible. | Behaviour contract connected to safe use of specific equipment with reference to Positive Handling Plan. |
| <u>DRUGS/ALCOHOL</u> <ul style="list-style-type: none"> Accidental overdose Pass onto others Contract diseases Loss of control Mood swings Influence others | Pupil Other pupils Staff | Drugs Policy. PSHE – Awareness/training. Healthy Schools Teacher Support. Assemblies. Healthy school. Crucial crew. Fixed Term Exclusion Increased supervision. Parents informed. 1:1 (or 2 staff) supervision. Behaviour Support/Handling Plan. | Police Involvement. Prosecution. CAMHS. Know the Score (agency) counselling – random testing (parental permission needed) |

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| <u>BULLYING</u> <ul style="list-style-type: none"> • Physical • Emotional | Pupils Staff Parents Including bully | Anti bullying policy/procedures (bully court, school council). PSHE. Circle Time. Staff training. Consequences. Code of Conduct. Removal from class. 1:1 supervision/work. Consequence system. Directed assemblies. IEP's PSP's. Mentoring key worker. Behaviour Support/Handling Plan. | Outside agencies both for bully (anger management e.g. EPS, BSS, Focus Group) and victim (emotional support e.g. Mind, STEPS, Focus Group). Family Support. Nurture groups. |
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| <u>EMOTIONAL SAFETY</u> <ul style="list-style-type: none"> • Unpredictable unsafe behaviour • Damaged self esteem • Self harm/suicide • Mental Health problems • Bullying | Individual Pupils Parents Staff | Support Staff. Training Awareness. Mentoring key worker IEP's, PEP's, IBP's, PSP's. Multi agency (CAMHS). Nurture group. PSHE Curriculum. Circle Time. Child Protection Training/Policy/Designated. Teacher. Effective Parent Communication. Anti-Bullying Policy | Behaviour Support Service. SEBS/SEAL Resource. Referral to other appropriate agencies e.g. STEPS, Chatham House. EPS School Nurse Team Teach |
| <u>NON COMPLIANCE</u> <ul style="list-style-type: none"> • Injury to self and others • Damaged self-esteem due to lack of social interaction • Bullied by others | Pupils Staff Parents Volunteers | IEP, IBP, PSP, PEP. Monitoring/report sheet. Home/school diary. Warnings/Consequence/Reward System. Parental cooperation/involvement. Behaviour policy/whole school approach. Behaviour Support/Handling Plan. Internal exclusion. | Referrals to outside agencies. Team Teach. Exclusions. Group work –anger, circle time. Etc Multi-agency. Mentoring/Key Worker. |

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|--|-----------------------------|--|---|
| <u>ACCESS TO HAZARDOUS OBJECTS/ITEMS</u> <ul style="list-style-type: none"> • Injuries • Insurance claims • Death • Disability • Self-harm • Damage to premises / property | Pupils Staff Visitors | Safety rules – science, technology. Shown how to use equipment correctly. Availability of safety equipment. First Aiders available in school and appropriate provision of First Aid Kits. Storage of dangerous equipment/implements. Monitoring equipment numbers. Up to date maintenance of equipment (PAT Testing). Multi Agency Meetings. Up to date contact details for family members. Policies – health and safety at work. Insurance. Risk assessment. Correct labelling of substances. COSHH rules and regulations. | Enhance supervision. Safety awareness training. Up to date training for First Aiders. COSHH training. Fixed term exclusion. Permanent exclusion. Alternative provision. Police Involvement. Training for staff about self harm. |

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|--|---------------------------|--|--|
| <u>CARRYING WEAPONS</u> <ul style="list-style-type: none"> Fatal/Serious Injury to self and others | Pupils Staff Public | Code of conduct for pupils. Appropriate security arrangements. Rules and consequences in place. Police involvement – weapons amnesty / community liaison etc. | Written procedure for dealing with situation. Police involvement – intervention. Pupil exclusion. Appropriate staff training BILD accredited Police advice/support |
| | | | Person/s to Action: Date for completion: |

Appendix 4

Individual Positive Behaviour Management Plan

Name (Child/Young Person):

D.O.B.:

School/Setting:
Plan Number

Class/Form/Group:

Environments and Triggers: (When and where is such behaviour likely to occur? Describe situations which are known to have given staff cause for serious concern)

Topography of Behaviour: (Describe what the behaviour looks/sounds like?)

Risk Assessment: (Refer to appropriate risk assessments made and persons responsible)

Preferred Supportive and Intervention Strategies: (Ways of de-escalating such behaviours). Describe strategies that, where and when possible, should be attempted (✓)/avoided (✗) before the use of reasonable force is considered and/or used).

| | | | |
|--|--|--|----|
| Verbal advice and support | | Distraction (Known Key words, objects etc., Likes) | □□ |
| Diversion (known interests) | | Negotiation | |
| Firm clear directions | | Avoid entering their personal space | |
| Humour | | Take up Time | |
| C.A.L.M talking/Stance | | Time Out (Requires a written plan) | |
| Negotiation | | Withdrawal (Requires Staff/Carer Observation) | |
| Offering Limited Choices | | Cool Off: Directed / Offered (Delete as appropriate) Time allowed out to calm down or cool off. | |
| State limits/boundaries (e.g. rule reminder) | | Contingent Touch | |
| Reminders about Consequences | | Transfer Adult (Consider a Staff Help Protocol) | |
| Planned Ignoring | | Success Reminders | |
| Others? | | | |

Praise Points/Strengths: (Areas that can be developed and built upon) Please state at least 3 Bridge builders. e.g.:-

- 1.
- 2.
- 3.

Interests:

Medical/SEN/LDD Conditions that should be taken into Account before Physically Intervening:

Physical Intervention: (Describe the preferred strategies: standing, sitting - stating numbers of staff, what “get outs” that can be used when holding, etc and indicate strategies that should be avoided)

De-Briefing Process Following Incident: (What is the post incident care to be provided to those party to the incident)

Support for child/young person:

Support for staff:

Support for others: e.g. audience

Recording And Notifications Required:

Witness to this Plan:

Please print:

School/Setting: (Manager)

Placing Authority:

Parents/Guardians:

Child/Young Person

____ / ____ / ____

Please sign:

Name:

Name:

Name:

Name

Review Date: ____ / ____ / ____

Date:

Location Of This Plan:

Where in school/setting is this stored/available to staff? Which staff need a copy?

If the parent/carer was unable to attend, has a copy been sent to the family home?

- Central folder in school office
-

Other Factors to Consider:

-

When reasonable force is used to restrain a child/young person, it **must be recorded** in the school/setting bound incident book as per LA/School/Setting policy.