

The Nether Edge Primary School

Behaviour Policy

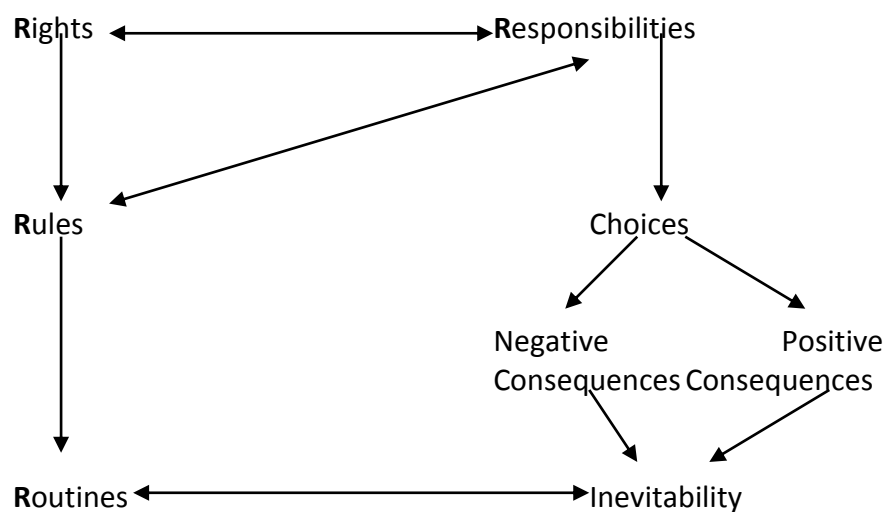
(including Restraint Policy)

April 2016

## 1. Core purpose of our behaviour policy

- 1.1 To establish that good behaviour is an integral part of our school; this policy and procedures statement underpins the view that positive behaviour is a necessary condition for good learning and teaching. All adults have the right to teach (in whatever situation) and all children have the right to learn. This can only happen if all behaviour is appropriate. This belief is clearly stated in our school Code of Conduct.
- 1.2 To reinforce the fact that effective learning and teaching are inextricably linked to the promotion of positive behaviour.
- 1.3 To provide guidance for how we teach positive behaviour.
- 1.4 To provide a clear procedure for managing unacceptable behaviour.
- 1.5 To establish the importance of relationships in establishing positive behaviour in school and to show the links between rights, responsibilities, rules and routines.

### The 4Rs



## 2. Responsibilities

- 2.1 EVERYONE associated with learning and teaching, in both formal and informal situations, has a responsibility for **expecting and modelling positive behaviour**. This means that all adults, whether they work in class or are a part of other teams, such as lunchtime supervisors, must accept their responsibilities in relation to this policy.
- 2.2 Children need to know what is expected, what positive behaviour looks like and the consequences of unacceptable behaviour.

- 2.3 Parents and carers should know what positive behaviour looks like in school; they can support the partnership for learning and teaching by actively reinforcing school expectations.
- 2.4 This is clearly described in the school Code of Conduct.
- 2.5 Teachers and adults working with children must:
  - Enable all children to learn
  - Celebrate successes
  - Treat children with respect
  - Create a positive classroom
  
- 2.6 Children have a responsibility to:
  - Be willing to learn
  - Allow others to learn
  - To co-operate with adults and children
  - To do their best

### 3. Process

- 3.1 Specific learning behaviours **have to be taught, reinforced and reviewed** in the same way as any other skill we expect children to learn. This should be done specifically through the learning skills and associated values and throughout the whole curriculum, as part of on-going expectations and development. This will include the use of techniques like Circle Time and P4C (Philosophy for Children).
- 3.2 Positive recognition and reinforcement of appropriate behaviour is likely to elicit continued positive behaviour. **All adults should focus on appropriate behaviour wherever possible.**
- 3.3 There must be clear and robust systems of positive recognition in school and within individual classrooms.
  - 3.3.1 There must be high levels of motivation:
    - Ensure that children experience success
    - Make learning vivid with links to what children already know
    - Provide challenge
    - Make high expectations clear to all children
    - Use a variety of teaching modes (visual, auditory and kinaesthetic)
    - Enable children to demonstrate learning in a range of ways (oral, graphic and written)
  - 3.3.2 We must promote a sense of well-being:
    - Listen to children's ideas and take them seriously
    - Create a classroom climate where children are expected to work together and help each other in various ways
    - Create a classroom climate where children feel able to make mistakes and take risks
      - eg Provide feedback on wrong answers, so that children see wrong answers as being as helpful as correct answers
      - Emphasise the adult's responsibility if children haven't understood: "I need to explain better,"

- Acknowledge positive behaviours in a range of ways which range from a smile, thumbs-up, a quiet word to more public things like 'Thank You' certificates.

### 3.3.3 Share high expectations by:

- Having continual discussions of expected behaviours
- Having visual displays of the behaviour that is expected (eg posters)
- Noticing expected behaviours
- Telling children why we are pleased: what is required has to be EXPLICIT; value positive behaviours at all times!

### 3.3.4 Classroom routines

- Underpin expectations and help translate them into practice
- Make classrooms predictable and safe
- Need to be taught
- Reduce the time that we have to spend on reminders about behaviours
- Increase time spent on learning
- Should be simple, sensible, clear, taught and consistent

### 3.3.5 Specific systems: whole school

- Weekly 'Thank you' certificates: these can be awarded to a child who has displayed expected behaviour. This should be a positive statement that focuses upon the current achievement and DOES NOT draw attention to previous unacceptable behaviour. Where possible these should relate to the current value.
- Lunchtime supervisors' awards: these will be awarded weekly to children who always behave appropriately at lunchtimes. The prize is eating lunch at the special lunch table.
- Class marbles: these will be given by the Headteacher following good or better conduct or behaviour from an entire class

#### Specific systems: individual classrooms

- Each class must take time to talk about what the school Code of Conduct means to them
- There must not be additional 'rules' for the classroom
- There should be in class reward systems that include the allocation of House Points

*See The Nether Edge Way of rewarding for more information.*

### 3.4 Consequences for unacceptable behaviour: negative consequences

These:

- Are the least used part of our behaviour policy
- Follow a known hierarchy
- Are used in a consistent way
- Are appropriate to the behaviour, not humiliating or excessive
- Are used fairly, consistently and dispassionately so that positive relationships can be maintained

Negative consequences

Stage	Action	Detail	“Earn Back”	Script
One	Verbal warning	<p>Clearly tell the child which part of the code of conduct has been broken.</p> <p>Phrase it as a positive by saying what they <i>should</i> do.</p>	Follow code of conduct for 10 minutes where it was broken.	“_____, that is a warning. I need to see you can _____ in order to follow our school’s code of conduct. If I have to warn you again then you will move into orange”.
Two	Into orange	<p>Clearly tell the child which part of the code of conduct has been broken.</p> <p>Phrase it as a positive by saying what they <i>should</i> do.</p> <p>Place their name in the orange section of the traffic light which is clearly displayed in your classroom.</p>	Follow code of conduct for rest of lesson.	“_____, I am moving you into orange. I need to see that you can _____ for remainder of the lesson”.
Three	Into red Give yellow card	<p>Inform them they are still breaking the code of conduct and move their name into red.</p> <p>Send them to your designated paired class and tell them to copy out the yellow card and <i>why</i> they are doing it.</p> <p>They need to complete the</p>	Complete information on yellow card in best possible handwriting.	“_____, I am moving you into red and giving you a yellow card because I haven’t seen you _____. You need to go to _____’s class and copy out this yellow card so you know what the code of conduct says”.

		learning they missed in the next breaktime. At the next lunchtime or assembly time the child must present their yellow card to the headteacher.		
Four	Red card	<p>While in paired class give red “I need help” card to a sensible child or adult if you have one. They must come down to the headteacher’s office and hand it in. Alternatively, the adult may also bring the child down to the headteacher’s office.</p> <p>Whichever member of SLT is available will then come and remove that child from the class.</p>	Complete an hour of work with SLT member in silence and to the best of their ability.	“ _____ can you take this card down to the Headteacher’s office and tell them to come up to my class”.
Five	On report	<p>A child receiving 3 yellow cards in a period of one week or less And/Or Continual/regular complaints about behaviour will have:</p> <p>Letter home; child “On report” until they have achieved a full week of “smiley faces”</p> <p>Meeting with HT to discuss behaviour</p> <p>Class based adults to agree</p>	One week of smiley faces.	-

		<p>expectations with the child; this to be shared with parents ~ a meeting is best but a letter home is also useful</p> <p>HT to see the report on a regular basis</p> <p>NB: adults in class are responsible for making sure that report cards are allocated and completed. They must be completed with the child</p>		
Six	Refer to outside agency(ies)	<p>Referral to outside agencies for report and additional advice and support and/or IEP drawn up for behavioural issues and CAF completed</p> <p>Meeting with parents and carers, HT, CT and child</p> <p><b>This stage can only be reached after Stage 5 has been implemented</b></p> <p>C/T, H/T and parents and child meet to agree:</p> <p>Expectations</p> <p>How school will support the child</p> <p>How parents and carers can support the child</p>	-	-



		Implications of involving outside agency Consequences of <b>not</b> reaching the targets. This could include exclusion or referral to another school		
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## Appendix 1

### Yellow cards

Yellow cards are issued as Stage 2 of the Negative Consequences

All classes should have a yellow card in their classroom. Teachers and other adults should discuss what the yellow card means and why it is an important part of our negative consequences:

eg It means that the other children can continue to learn because that child has had to leave the classroom  
It is a **serious** consequence  
It gives us time to think about our choices: we have chosen to behave inappropriately so we cannot stay in our classroom

The yellow card is taken by the child to their 'paired' classroom. The child is received by the teacher who makes no comment other than to show them where to sit.

The child only stays in the paired classroom until the end of the lesson or for a **maximum time of one hour**. (S)He MUST return to class to discuss things with their classteacher. Discussion should focus on what behaviour will be expected and what this will look like rather than merely going over the inappropriate behaviour.

The child's task is to identify which part of the Code of Conduct was broken. Depending upon the age of the child, (s)he will then spend time copying the appropriate piece, explaining what they did and what they will do in the future.

The yellow card must be brought to the Headteacher and recorded at the next convenient time.

## **Appendix 2**

### **Aggressive behaviour**

Aggressive behaviour is unacceptable. This is reflected in our Code of Conduct.

#### **1. Fighting**

Children sometimes get involved with 'fights'. Where this happens all parties will:

- Write explanations of what happened
- Make a written statement that this will not happen again
- Relate this behaviour to the Code of Conduct

If necessary, a letter will be sent home saying that the fight has taken place and that it has been dealt with.

#### **2. Aggressive behaviour, resulting in significant injury to another child**

One-off aggressive behaviour towards another child will result in Stage 3 of the Negative Consequences being triggered. The HT may also take the decision to issue fixed term exclusion at this stage.

#### **3. Aggressive behaviour, resulting in an injury to an adult**

Deliberate aggressive behaviour towards an adult will ALWAYS result in a fixed term exclusion of at least one day.

If the injury is as a result of the child being restrained by a teacher, exclusion will not necessarily be the consequence. This will be decided in the light of the individual situation.

## Appendix 3

### Racist and sexist behaviour

1. Racist and sexist behaviour will not be tolerated. This means **that any derogatory action or statement**, based upon the sex, race, colour or ethnicity of a person will be deemed to be unacceptable. Such behaviour **MUST** be reported to the headteacher as soon as possible and certainly **within 24 hours** of the incident. It **MUST** be written in a clear, accurate way. Information from this written account may be needed if the incident has to be escalated. .
  
2. Unacceptable behaviour would include comments like:  
“You’re a black thing.”  
“Shut up Paki.”  
“Girls can’t do that. They’re not strong enough.”  
It will also include:
  - Children not being allowed to join in with an activity because of their sex, race, colour or ethnicity. (This excludes competitions which only allow single sex teams, or activities such as swimming which are organised by gender)
  - Using resources which solely reflect one culture and never build upon or positively reflect the rich and diverse cultures of our school and the wider local, national and international cultures.
  
3. Racist or sexist behaviour of children will result in:
  - a) The incident being reported in accordance with Sheffield City Council requirements
  - b) A letter being sent home to both the perpetrator and the victim
  - c) Stage 2 of the Negative Consequences (out of class) being implemented by the learning mentor if necessary
  
4. Racist or sexist behaviour of adults will result in disciplinary action.

## **Bullying**

1. Bullying is PLANNED, behaviour that results in a child or a group of children, becoming victims.
2. Bullying can take the form of PHYSICAL or MENTAL behaviours towards a child
3. ANY form of BULLYING is unacceptable. It MUST be reported to the headteacher.
4. Unacceptable behaviour would include:
  - Name-calling, either “teasing” or racist/sexist
  - Planned fighting (“I’ll get you at playtime”)
  - Giving the “bad eye” all of the time
  - Talking about/whispering about a child “behind their back”
5. Bullying children will result in:
  - a. The incident being reported in accordance with Sheffield City Council requirements
  - b. A letter being sent home to both the perpetrator and the victim
  - c. Stage 2 of the Negative Consequences (out of class) being implemented by the learning mentor **if necessary**

Dealing with bullying MUST be treated seriously and with sensitivity. Both the Headteacher and the Learning Mentor will take an active part in dealing with the victims and the perpetrators. Outside agencies will be involved if it is felt necessary.

Bullying of adults will result in disciplinary action.

## Restraint Policy

1. Restraint can be used by any adult in school.
2. Restraint will only be used in the following circumstances:
  - Where there is an imminent risk of injury to either the individual or to those around her/him
  - Where there is an imminent risk of damage to property
3. Restraint should be based upon the following principles:
  - Minimum force, maximum control
  - Positive relationships
  - I care
  - **Never in isolation**
  - Last resort
4. The policy refers to all situations in which an adult is responsible for children. This means that it applies to school and out of school activities.
5. Circumstances under which restraint may be necessary:
  - Restraint will only be used as a last resort
  - Peaceful de-escalation will always be attempted prior to any restraint
  - Restraint will, whenever possible, never be used in the absence of other adults.
6. Procedure
  - Send for help IMMEDIATELY and stress urgency
  - Minimum force should be applied
  - Restraint should not last for more than 5 minutes
  - Whilst restraining, the member of staff should continue to speak calmly to the child in order to try to relax him/her so that she does not need to be held for any longer.
  - Once the restraint is over the child should speak with the HT. This will be to discuss what led up to the incident, how the situation could have been avoided and what strategies should be employed in the future. This may well include talking with parents and carers and implementing Stage 3 of the Negative Consequences.
  - The member of staff involved must be de-briefed in a non-blaming supportive, caring manner.
7. All incidents must be recorded (see attached)
8. Parents and carers must be informed in writing.

## Restraint Report Form

<p><b>Details of people involved:</b></p> <p>Name of child:</p> <p>Name(s) of staff:</p>	<p><b>Observers</b></p> <p>The action was taken in the presence of:</p>
<p><b>Reason for restraint (please indicate):</b></p> <ol style="list-style-type: none"> <li>1. To avert an immediate danger to personal injury</li> <li>2. To avert an immediate danger or injury to another person</li> <li>3. To avoid serious damage to property</li> </ol>	<p><b>Details of incident</b></p> <p>Location</p> <p>Date</p> <p>Time</p> <p>Duration</p>
<p><b>Detail of restraint</b></p>	<p><b>Information sent to parents and carers on:</b></p>
<p><b>Follow up (action to support the child)</b></p>	<p><b>Signatures:</b></p> <p><b>Staff</b></p> <p><b>Parents/carers</b></p> <p><b>Others (please state)</b></p>

### Outside of Class Behaviour Policy

#### Objectives:

- To ensure everyone is safe.
- To ensure everyone is happy.
- To ensure all school values are displayed.
- To reward all good and exceptional conduct.
- To ensure the code of conduct is followed at all times.

#### Rewards

<b>Conduct</b>	<b>Immediate Action</b>	<b>Reward</b>
Class quietly walking through school.	Refer to Headteacher.	Marble if exceptional.
Individual/group walking quietly through school.	Acknowledge and praise.	House points.
Displaying any of the values throughout school.	Acknowledge and praise. Refer to Headteacher.	Sticker with house points.
Exceptional conduct on the playground.	Acknowledge and praise. Refer to Mr Ahmed who will record.	'Lunch pass' for following week.



## Sanctions

<b>Conduct</b>	<b>Immediate Action</b>	<b>Sanction</b>
Class walking loudly and/or unsafely through school.	Warnings.	Playtime practice, accompanied by member of SLT if felt appropriate.
Group/individual walking loudly and/or unsafely through school.	Warnings.	Playtime practice, accompanied by member of SLT if felt appropriate. Disqualified from lunch pass if necessary.
Unsafe or unkind behaviour on the playground.	Verbal warning about which part of the code of conduct is being broken. If repeated a 'time out' is issued whereby they are sent inside to Mr Ahmed for 10 minutes.	They spend 10 minutes with Mr Ahmed drawing a social story about what happened.

### Time Outs

Amount/ Frequency	Immediate Action	Sanction
One in a week.	Sent to Mr Ahmed.	<ul style="list-style-type: none"> <li>• 10 minutes drawing social story of what happened and explaining to Mr Ahmed.</li> <li>• Discussion about code of conduct.</li> </ul>
Two in a week.	Sent to Mr Ahmed	<ul style="list-style-type: none"> <li>• Remainder of lunchtime with Mr Ahmed doing above.</li> </ul>
Three in a week.	Sent to Mr Ahmed who will send to Headteacher.	<ul style="list-style-type: none"> <li>• Remainder of lunchtime and following lunchtime.</li> <li>• FS and KS1 illustrating code of conduct.</li> <li>• KS2 writing out code of conduct.</li> <li>• Y6 writing specific text type about code of conduct.</li> <li>• Placed on report</li> </ul>
Four in a half term.	Sent to Mr Ahmed who will send to Headteacher.	<ul style="list-style-type: none"> <li>• Remainder of lunchtime and following lunchtime.</li> <li>• FS and KS1 illustrating code of conduct.</li> <li>• KS2 writing out code of conduct.</li> <li>• Y6 writing specific text type about code of conduct.</li> <li>• Placed on report.</li> <li>• Letter to parents.</li> </ul>
Six in a year.	Sent to Mr Ahmed who will send to Headteacher.	<ul style="list-style-type: none"> <li>• Remainder of lunchtime and following lunchtime.</li> <li>• FS and KS1 illustrating code of conduct.</li> <li>• KS2 writing out code of conduct.</li> <li>• Y6 writing specific text type about code of conduct.</li> <li>• Placed on report.</li> <li>• Parents invited to meeting with Headteacher.</li> <li>• Child referred to Family Team for closer working.</li> </ul>
Ten in a year	Sent to Mr Ahmed who will send to Headteacher.	<ul style="list-style-type: none"> <li>• Referral to outside agency.</li> <li>• Further meeting with parents.</li> <li>• Care plan drawn up.</li> <li>• SENCo notified for possible SEN behavioural needs.</li> </ul>

# The Nether Edge Way

## Of Handling Poor Conduct

### Six Stage Plan – Always to be followed

Stage	Action	Detail
One	Verbal warning	<p>Clearly tell the child which part of the code of conduct has been broken.</p> <p>Phrase it as a positive by saying what they <i>should</i> do.</p>
Two	Into orange	<p>Clearly tell the child which part of the code of conduct has been broken.</p> <p>Phrase it as a positive by saying what they <i>should</i> do.</p> <p>Place their name in the orange section of the traffic light which is clearly displayed in your classroom.</p>
Three	Into red Give yellow card	<p>Inform them they are still breaking the code of conduct and move their name into red.</p> <p>Send them to your designated paired class and tell them to copy out/follow instructions on the yellow card and <i>why</i> they are doing it.</p> <p>They need to complete the learning they missed in the next breaktime. At the next lunchtime or assembly time the child must present their yellow card to the headteacher.</p>
Four	Red card	<p>While in paired class give red “I need help” card to a sensible child or adult if you have one. They must come down to the headteacher’s office and hand it in. Alternatively, the adult may also bring the child down to the headteacher’s office.</p> <p>Whichever member of SLT is available will then come and remove that child from the class.</p>

Five	On report	<p>A child receiving 3 yellow cards in a period of one week or less and/or</p> <p>Continual/regular complaints about behaviour will have:</p> <p>Letter home; child “On report” until they have achieved a full week of “smiley faces”</p> <p>Meeting with HT to discuss behaviour</p> <p>Class based adults to agree expectations with the child; this to be shared with parents ~ a meeting is best but a letter home is also useful</p> <p>HT to see the report on a regular basis</p> <p>NB: adults in class are responsible for making sure that report cards are allocated and completed. They must be completed with the child</p>
Six	Refer to outside agency(ies)	<p>Referral to outside agencies for report and additional advice and support and/or IEP drawn up for behavioural issues and CAF completed</p> <p>Meeting with parents and carers, HT, CT and child</p> <p><b>This stage can only be reached after Stage 5 has been implemented</b></p> <p>C/T, H/T and parents and child meet to agree:</p> <ul style="list-style-type: none"> <li>Expectations</li> <li>How school will support the child</li> <li>How parents and carers can support the child</li> <li>Implications of involving outside agency</li> <li>Consequences of <b>not</b> reaching the targets. This could include exclusion or referral to another school</li> </ul>

# The Nether Edge Way

## Of Rewarding Children

Form	Instant Reward	Can Lead To
All cases	Verbal Praise	The child feeling that they are doing well (this is the most effective and most sustainable)
Individual	House Points	Winning Cup
Individual	Class based reward system (raffle tickets, displayed on chart)	Prize
Table (Reading, Writing, Maths, Afternoon)	Amount of points or objects (lego, chain links, marbles)	Table Prize
Class	Objects or something to colour in	Class Prize
Class	'Marbles' coloured in – only to be given by HT	Class Prize