



Seamer and Irton CP School

Policy name	BEHAVIOUR SUPPORT POLICY
Frequency of review	Annual
Governor lead	Helen Mallory
Lead member of staff	Jonathan Wanless
Reviewed on	29 November 2018
Reviewed by	Governing Board
Next review	November 2019

AIMS To:

- 1 Ensure that children show respect for each other and their property, the staff and the school environment.
- 2 Create a safe, happy and productive working atmosphere.
- 3 Provide a common code of conduct which is clearly understood by staff, children, teachers and visitors.
- 4 To provide opportunities to communicate with parents and guardians on a regular basis.
- 5 To support children who may find it difficult to follow the 'code of conduct'.
- 6 To support staff who may experience difficulties with particular children or groups of children.
- 7 To provide a system of rewards and sanctions.

GUIDELINES

- A 'code of conduct' (referred to as Golden Rules – see appendix A) consisting of a set of simple, short school rules is on display in every classroom and in the hall and cloakrooms. It is the responsibility of the Headteacher to discuss and reinforce these with the children supported by assemblies and other events. Classes are encouraged to invent 'class rules'.
- It is the responsibility of the Headteacher to explain the 'code of conduct' to new teachers, AOTs and parents of new entrants as appropriate.
- Systems of rewarding positive behaviour and effort are used throughout the school. These may differ in details from class to class.

- Children are given responsibility to look after and maintain areas of the school.
- Children achieving high standards (at their own level) are referred to senior colleagues for praise.
- Learning experiences and tasks are as far as is possible matched to individual children's ability and temperament.
- Poor behaviour is not to be tolerated.
- ***Children are not isolated for poor behaviour without supervision.***
- Details of children who persistently offend are recorded and referred to Headteacher. Parents may then be invited to school to discuss the problems.
- In exceptional cases, a child may be excluded from school after consultation with the Governors and the LA. (See "Guidelines for Schools and PRUs – Exclusion of Pupils").
- A regular school newsletter informs children and parents of individual and class successes as appropriate and informs parents of the school's 'code of conduct'.

Developing a Positive School Ethos (see appendix A)

In this school we try to create a culture which encourages and supports staff in listening to children, being sensitive to their problems and acting to resolve them.

Each child must feel a significant and accepted member of the group to which he/she belongs. He/she must have friends and feel liked and respected by adults.

The general atmosphere of the school is warm and the children have opportunities for individual expression. However, staff are firm in requiring socially acceptable behaviour by the children while being tolerant and flexible in dealing with cases of misbehaviour. A quiet, firm voice can have more effective results than a raised voice. Many pupils with special educational needs feel deeply inadequate and everything possible is done to help them gain self-confidence. They must enjoy success and emphasis should be placed on their strengths. In helping to overcome their weaknesses, learning should start from the known strengths and proceed in small developmental stages. The development of social skills and the enrichment of cultural experiences must have high priority. Activities which give the children practice in meeting, working, playing and communicating with other people are important.

Everything possible is done to help children to achieve functional standards of literacy and numeracy. Apart from the usefulness of these skills, the status value which they have in the community and the effect this will have on the child's self-esteem cannot be discounted.

Good Order and Discipline

Control is maintained on the basis of good personal and professional relationships between staff and children. The purpose of such control is to ensure that conditions prevail which facilitate proper provision for the education and care of the children.

Disciplinary measures are taken only in the light of the particular child's needs.

When reasonable boundaries are set they are firmly adhered to and should be discussed with the children, so that they are understood.

Before any punishment is imposed on the breaking of a rule, the following questions should be asked in consultation with other staff who work with the child:

- Was the rule a reasonable one in the particular circumstances?
- Was the pupil under pressure from peers or staff when the rule was broken?
- Were there special circumstances, e.g. bad news from home?
- Does the intended punishment fit the general requirements meeting the pupil's needs?

Once a punishment has been decided upon, it should be explained to the child and carried out as soon as possible. The matter should then be dropped and the child made to feel a valued member of the group once more.

Other approaches such as a points system, time-out, or the withdrawal of privileges should only be adopted after full discussion with senior staff and the person concerned most directly with the child. Moreover, the measures taken should always reflect a balance between the needs of the individual and the common good.

Use of Reasonable Force

In those circumstances where behaviour becomes so uncontrolled that the child or young person becomes a danger to him/herself or to those nearby, it may be necessary to use physical restraint.

The school follows the guidance issued by the DfE (July 2013) "Use of Reasonable Force" and acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Incidents of physical restraint are recorded and reported to the governing body (see appendix B).

APPENDIX A

Everyone should be expected to be:

- ✓ Kind and caring towards others;
- ✓ Polite to adults and other children both in and out of school;
- ✓ Willing to try their best in all activities;
- ✓ Honest at all times;
- ✓ In the right place at the right time and only leave with permission;
- ✓ Caring of school buildings and equipment

GOLDEN RULES

We are gentle – we don't hurt others.

We are kind and helpful – we don't hurt anybody's feelings.

We listen – we don't interrupt.

We are honest – we don't cover up the truth.

We work hard – we don't waste our own or others' time.

We look after property – we don't waste or damage things

APPENDIX B

USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD

Details of pupil or pupils on whom force was used by a member of staff (name class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or pupils and any first aid and/or medical attention required.	
Reason for making a record of the incident	
Follow up, including post-incident support and any disciplinary action against pupils.	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged? (details should not be recorded here)	
Report compiled by:	Report countersigned by:
Signature:	Signature:
Name and role:	Name and role:
Date:	Date: