



Heighington C.E. Primary School

celebrating *“Life in all its fullness” (John 10:10)*

Behaviour and Rewards Policy Statement

The Academy celebrates each person’s achievements and their passions. God recognises individuality and this is an example for us all to follow. The Academy caters for the whole child, challenges each and every child’s thinking, whilst developing an insatiable desire to enquire. A nurturing and vibrant environment necessitates the very best teaching to equip the children with the enduring skills needed to be a life-long learner.

There will be a greater emphasis on children’s accountability to themselves, each other and adults. We accept that spiritual, social and emotional needs will need guidance from informed empathetic adults and from Jesus’ teaching in the gospels.

Children will increasingly control the curriculum content through their interests, local, national or international events. They will be taught how to safely access and critically examine the information using traditional sources and every available form of technology.

Successful, enthused learners will be equipped to explore and experience the wider world as part of their journey to adulthood within an eternal perspective.

Revised Sept 2017

Last reviewed: Jan 2023

Next review date: Jan 2024

Behaviour and Rewards Policy

Rationale:

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We understand that high quality behaviour for learning is underpinned by good quality relationships and positive recognition of the things that we do well. We are a community that values each other and the contributions that each of us make.

Aims of the Policy:

1. To define clear principles of behaviour for children, in line with the 'Behaviour Principles' as agreed by the Trust – [Behaviour Principles for Trust Schools](#)
2. To promote exemplary behaviour through positive reinforcement
3. To provide the essential framework for the development of the ethos of the school
4. To promote respect for others within a moral, spiritual and cultural context
5. To provide an environment for children and adults in which they feel safe and supported and able to learn and teach effectively

Responsibilities:

The responsibility for behaviour management within the school is shared between all staff (including teaching staff, lunchtime supervisors, admin team and after-school staff), parents and carers, the Academy Council (local governing body) and the children.

Scope:

This policy applies to all pupils attending Heighington CE Primary School, part of Durham and Newcastle Diocesan Learning Trust.

The policy document provides guidance/information on:

- How behaviour is managed
- Control and Restraint

Related policies:

- Anti-bullying Policy
- SEND Policy
- Exclusions Policy

Section 1 – How behaviour is managed in our school

As a Christian school, it is very important to us that behaviour reflects the right of all to know "life in all its fullness"(John 10:10). We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Our core Christian values underpin life in school and our Christian characteristics are implicit in the way that behaviour is managed. This includes offering our children and adults the opportunity to learn from their mistakes and to be shown forgiveness when an apology has been made.

There are four key principles which illustrate our behaviour policy and the way that we treat each other:

- ☼ **Be safe**
- ☼ **Be kind**
- ☼ **Be respectful**
- ☼ **Be forgiving**

These are not hierarchical and none has greater value than another.

All members of the school community are expected to demonstrate these, maintaining the highest standards of personal conduct, accepting responsibility for their behaviour and encouraging others to do the same. Each class has developed their own 'Class Charter' built upon these principles, demonstrating how they will apply them in their day-to-day in school.

Rewards

Across the school, adults will look for and take opportunities to recognise and reward children demonstrating our four core principles. Although there are tiered rewards (see below), our staff understand that a quiet word of personal praise can be just as effective.

Within each classroom, all teachers are committed to creating a positive atmosphere in which children feel safe and confident to learn and are able to monitor their own progress through personal targets and constructive verbal and written feedback.

In the Foundation Stage (FS) and Key Stage 1 (KS1) classes, stickers and stamps will be awarded to recognise children's positive attitudes, the effort that they are putting in, their kindness towards others, their behaviour and their work.

Throughout the school, there is an established house system in which all children are placed. Children are awarded house points as a reward for exemplary attitude, behaviour and work. House points can be awarded by any member of staff. When children have been awarded a particular number of house points (as outlined below), they are rewarded with a certificate at the next Celebration Assembly. These are held weekly. For Bronze, Silver, Gold and Platinum Awards, we intend to invite parents into school to celebrate with us now that restrictions have lifted.

<u>Reception and Key Stage 1</u>	<u>Key Stage 2</u>
10 house points – certificate	25 house points – certificate
30 house points – Bronze Award	50 house points – Bronze Award
70 house points – Silver Award	125 house points – Silver Award
120 house points – Gold Award	250 house points – Gold Award
	375 house points – Platinum Award and entry onto a plaque of honour.

Where teachers have been particularly pleased with children’s attitude, effort, work or behaviour during the week, this will be acknowledged with a ‘Well Done’ certificate during the Celebration Assembly too and their photo displayed on the ‘Celebration Wall’. This ensures that a child’s success is shared with the whole school community and also provides an example to others.

Consequences when behaviour is not as expected:

We acknowledge the importance of **consistency** in promoting positive behaviour – in the language that we use, our expectations and consequences, our follow-up to any issue and our positive reinforcement.

To show that we value our learners as individuals, staff will always:

1. Meet and greet children each morning/as they come into the classroom
2. Refer to our core principles and **Class Charters** regularly
3. Model positive behaviours and cultivate relationships with each other
4. Plan lessons/activities that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson
6. Be calm and give ‘take-up time’ when going through the steps - prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving inappropriately.

Although we expect that children will behave well, there will be times that behaviour is not as expected. In all situations, staff will be clear with children which of our four core principles they have not adhered to with their actions.

Staff will then follow these steps:

Steps	Actions
1) Redirection	Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
2) Reminder	A reminder of the expectations given. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

5) Internal referral	At this point, the learner will be referred to another room – for KSI children, this will be Mrs Peters, for KS2 children, it will be Mrs Wallis. This must be recorded on CPOMS (Behaviour – of concern) At this stage, the member of SLT may consider loss of privileges and or school-based community service.
6) Reparation	A restorative meeting should take place before learner returns to their classroom.
7) Formal meeting	If steps 1-6 have not had sufficient impact on changing behaviour, then a meeting with the learner, their teacher and their Phase Leader/Head teacher. This must be recorded on CPOMS (Behaviour – targets set). Targets will be set at this meeting and monitored over the course of two weeks. Parents will be informed.

Only in the most extreme cases of persistent disruptive behaviour or an incident that meets the criteria for ‘Serious Incidents’ listed below, should it be necessary for a child to be removed from the classroom to the Headteacher.

Serious Incidents

There are some incidents which will merit immediate removal of the child from their classroom, notification of parents and a meeting with them, the child and a member of the Senior Leadership Team (usually the Headteacher) being called. These are:

- dangerous or threatening behaviour towards another child/member of staff
- serious physical assault on another child/member of staff
- verbal abuse towards any adult in school, including swearing at the adult
- deliberate damage to school or other’s property
- theft observed by a teacher or proven beyond all reasonable doubt
- persistent bullying
- truancy
- racial or sexual harassment
- abusive behaviour towards others on the ground of race, religious beliefs or sexual orientation (including homophobic behaviour).

In these circumstances, removal is used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;

and c) to allow the pupil to regain calm in a safe space.

The incident and action taken must be recorded as soon as possible on CPOMS (Red – serious incident). Please ensure that you include as much detail as you can. SLT are alerted to any incident logged automatically. You will need to manually alert relevant staff members. SLT will add action taken to complete the record.

For incidents of this nature, action taken is likely to include:

- I. A fixed ‘probation’ period of up to two weeks in which behaviour will be very closely monitored.

2. If further issues arise, then the child may be 'internally suspended' – taught outside of their normal classroom. This will be for a fixed period, agreed between the professionals. Following this, there will be a managed reintegration into normal classroom arrangements.
 3. If there are continued incidents (or a serious physical assault on a child or staff member), the child may be suspended initially for a fixed term and then permanently excluded. You can view the Exclusions Policy [here](#)
- If a child is absent, sanctions will be completed on their return to school.

We recognise all of our children as individuals and acknowledge that there may be occasions when a more bespoke approach is required. In response to this, and/or where children are struggling to manage their behaviour on a longer-term basis, further investigation may be required into the triggers and symptoms of the behaviour. For example, a child may have an additional need which impacts upon their ability to manage their own behaviour. Support from external agencies – e.g. Educational Psychology or CAMHS – may be requested in these circumstances.

Where there are specific issues identified, training for staff working with the child will be sought and provided. In these circumstances, it is likely that a 'Support Plan' will also be put into place.

Please also see our SEN Policy which can be found on the school's website.

Additional Information

Educational Visits

There are equally high expectations for behaviour on Educational Visits, especially with regard to the safety of children and adults.

If a child's behaviour presents a danger to themselves or others, they will be removed from the activity and school will contact parents for the child to be collected.

Conduct outside of the school premises, including online conduct

We consider that when our children are travelling to and from school or wearing our uniform when out in the community, they are representing us and so expect them to continue to uphold our values. We may apply sanctions to pupils who do not do this, particularly if their behaviour poses a risk to another pupil or to themselves. This will always be done in collaboration with parents and carers. This also applies to children's conduct online.

Please note - The Head-teacher reserves the right to amend this policy statement in response to individual circumstances.

Where this is necessary, the Chair of the Academy Council will be informed of the details of the alteration and the reason for it.

Section 2 - Control and Restraint:

The Education and Inspections Act (2006) states that members of staff (which for the purposes of this policy refers to all teaching staff, including Teaching Assistants) may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- a) committing any offence
- b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Staff may only exercise this power on school premises or off-site where members of staff have lawful control or charge of the pupil concerned – i.e on an educational visit.

Staff exercising the power to use force must also take proper account of any particular Special Educational Needs (SEN) and/or disability that a pupil might have. The Disability Discrimination Act (1995) states that schools have two key duties:

- a) not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
- b) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled.

There is no legal definition of when it is reasonable to use force. It is acknowledged that this will always depend on the precise circumstances of individual cases. Decisions on whether particular circumstances justify the use of force need to consider:

- a) the seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified;
- b) the chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified;
- c) the relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Examples include:

- a pupil attacks a member of staff, or another pupil
- pupils are fighting, causing risk of injury to themselves or other
- a pupil is committing, or on verge of committing, deliberate damage to property
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- a pupil absconds from a class or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force, although it would be justifiable where allowing a pupil to leave would:
 - entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff or of damage to property
 - lead to behaviour that prejudices good order and discipline, such as disrupting other classes
- a pupil persistently refuses to follow an instruction to leave a classroom
- a pupil is behaving in a way that seriously disrupts a lesson, sporting event or educational visit

(Taken from 'The Use of Force to Control or Restrain Pupils' (DCSF))

In the event that the member of staff believes that he or she may be at risk of injury if they were to use force, they should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff and, if necessary, telephone the police.

Before force is used, staff should attempt to defuse the situation by maintaining a calm and measured manner. Talking and listening and methods of non-physical communication should be the first line of approach. Allow space, restate expectations clearly and simply and give choices.

De-escalation, once an incident has begun, requires the deliberate reduction of tension. This may be achieved by :

- breaking eye-contact
- diverting focus
- sitting down
- listening
- moving away
- use of a 'time-out' area
- ensuring that the pupil does not feel that their personal space is being 'invaded'

*Wherever possible, staff should try to de-personalise interactions, taking a step back from the immediate situation and being able to disassociate from personal comments. These should be viewed as general expressions of anger and frustration.

If this is unsuccessful, staff should take care not to give the impression of acting out of anger or frustration or to punish the pupil. They should make it clear that physical restraint will stop as soon as it is no longer necessary.

In these cases, types of force that could be used include:

- a) passive physical contact resulting from standing between pupils or blocking a pupil's path
- b) active physical contact such as:
 - leading a pupil by the hand or arm
 - ushering a pupil away by placing a hand in the centre of the back
 - in more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training

((Taken from 'The Use of Force to Control or Restrain Pupils' (DCSF))

The following are examples of what **would not** be regarded as acceptable,

- striking, slapping or kicking a pupil
- pulling a pupil's hair or ear
- squeezing or holding a pupil's neck
- shaking a pupil
- lifting a pupil off the ground to intimidate him/her
- forcing a pupil's arm up behind his/her back
- holding a pupil's face down on the ground
- any action leading to actual injury to the pupil

Members of staff trained to use appropriate restrictive holds:

Michelle Wallis

Kate Timmins

Emily Gatiss

In a potentially violent situation, an individual member of staff alone should not attempt physical intervention before adequate assistance has been obtained unless it is obviously essential to intervene. The number of staff involved should be the minimum necessary to restrain the child while minimising injury to all parties.

In situations where there is a high and immediate risk of death or serious injury, all members of staff would be considered to be justified in taking any necessary action.

A member of staff who is physically attacked must use the appropriate means available for self-defence; this will be a matter for personal judgment. If it is possible, the member of staff should remove themselves from the immediate vicinity, or from the attacker, without putting at risk the other pupils or adults.

Staff must ensure that they avoid touching or restraining a pupil in a way that could be considered as sexually inappropriate conduct. Please see the Child Protection and Safeguarding Policy which can be found on the school website.

Where any incident has occurred in which physical control/restraint has been used, this must be reported to the Headteacher and then recorded formally in writing. A pro-forma for this is available from the Headteacher. Both the member of staff and pupil should agree to the account recorded and it should be shared with parents as soon as possible.

For individual pupils considered to be at a high risk of requiring restrictive physical interventions, a 'Positive Handling Plan' will need to be put in place. This will be written in consultation with the pupil, parents, teacher and the Head of School. It will set out the techniques that should be used and those that should not normally be used. If appropriate, it will take account of the pupil's Statement of SEN/EHC Plan. It will also include potential risks, options for responding to these challenges including techniques for de-escalation and advice for staff on how to respond when behaviour becomes dangerous. Positive Handling Plans will be maintained and monitored by Mrs C Stonier (Headteacher) and Miss K Timmins (SENCo).

A risk assessment will be produced in cases where a 'Positive Handling Plan' is in place.

The Education and Inspections Act (2006) also gives power to staff to make personal searches when it is suspected that pupils may be carrying dangerous implements/weapons.