



SCHOOL BEHAVIOUR POLICY

2021

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check. Please refer to the school's Child Protection Policy for more information.

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Agreed date: May 2021
Next review: Summer 2023

Rodmarton Primary School provides an environment and ethos in which children feel welcome, safe, valued and happy, and succeed. The staff team have high expectations of good and appropriate behaviour.

Pupils are supported and encouraged to learn to respect themselves and others. They are supported in learning skills and developing and using strategies for self- management and self-regulation, and to build respect for themselves and for others.

Rodmarton School's main focus is on encouraging, praising and rewarding positive conduct and behaviour, rather than sanctions for inappropriate or negative behaviour; however, sanctions and natural consequences to behaviour are used where appropriate.

Acceptable Behaviour

The staff will provide positive role models with clear values and set clear boundaries for acceptable behaviour. All staff maintain high expectations for positive behaviour at all times.

We view all behaviour as communication and therefore developing learners' communication and social skills, is an integral part of the curriculum.

The decision as to what is acceptable and unacceptable behaviour will initially lie with the class teacher (in accordance with this policy and the school's agreed approach) and be based on their expectations for each learner, taking into account any special needs, emotional condition and the external influences that can affect their behaviour.

We place importance on appropriate information sharing with parents/ carers, to keep them informed of the broad approach used at school with their child.

Good Behaviour

All positive and considerate behaviour is recognised and recommended. A range of positive reinforcement strategies and incentives are used and can include:

- immediate praise
- an appropriate entry in a work book
- the provision of a reward (e.g. an opportunity for a self-chosen activity or to undertake a favourite class task)
- the display of work
- the award of a certificate
- visit to the Headteacher
- a presentation in assembly
- good work stickers
- house points

The above list is not exhaustive and is very dependent on individual learner preferences.

Sometimes a quiet and personal word of praise can be more appropriate and effective than a more public display. The learner may also prefer this and should always be considered.

Discipline

Discipline at Rodmarton School is based upon the learners developing self-awareness and self-respect. Learners are taught the values of honesty, trust, fairness, respect for others, self-regulation and managing conflict.

Children are given clear boundaries as to what is right and wrong and supported to appreciate and respect the needs of others and the society around them.

For some children, the 'time out' option is appropriate. This is a specific behaviour support strategy which is taught to the learners to enable them to request a legitimate break from a task, activity or situation that is causing them anxiety, distress or is over-stimulating for them. The rest option allows the learner to engage in a motivating, self-regulating or quiet activity for a while and then return to their task or activity when ready to do so. Areas are set aside within the school for this purpose.

Bullying

Bullying will not be tolerated.

Bullying is intimidation, by physical or other means, of one person by another, and can have a severe detrimental effect on the recipient and be upsetting to others.

Rodmarton School staff will remain vigilant to ensure learners are not victims of or involved in bullying.

Pupils found to have been bullied will be given full support and assurance that they will not be bullied further. Positive action will be taken to ensure that bullying doesn't happen again.

Those carrying out bullying will be supported to understand the consequences of their actions. Staff will be consistent in their approach and give the clear message that bullying is not permitted at Rodmarton School.

The parents of all pupils involved will be informed of what has happened and of the actions to be taken by the school. Where appropriate, the parents will be invited into the school to discuss the situation with the school staff and the learners (again where appropriate)

It is understood that some learners, due to their special needs, may in effect unintentionally bully other pupils through their actions. This is just as distressing to the pupil on the receiving end as deliberate bullying, and will be treated accordingly and in a way that it is appropriate for their level of understanding and disability.

Racial Harassment

Racial harassment is defined by the Commission for Racial Equality as 'verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism'. Clearly, racial harassment includes racist name calling.

A racist incident is ‘any incident which is perceived to be racist by the victim or any other person’.

Any incidents of racial harassment among the learners at Rodmarton School will be treated with the utmost seriousness. Such incidents will be fully recorded, including the action taken against the perpetrator, with the Headteacher. Copies of the record will be placed in the learner files of all concerned.

Pupils found to have suffered from racial harassment will be given full support and assurance that the school will work to ensure this will not happen further, and positive action will be taken.

Any staff (including Governors) found to be involved in incidents of racial harassment will be subject to disciplinary action under the procedures of the Governing Body and the County Council.

Any visitors to the school (including parents / carers and contractors) found to be involved in incidents of racial harassment will be excluded from the premises and, where appropriate, the police informed.

The Law and Physical Contact

- Corporal punishment is absolutely prohibited (DfES 1986).
- School staff have a duty to safeguard and promote the welfare of all their pupils / students (DoH 1989).
- Physical restraint is only permissible to prevent harm (Education Act 1997).

Physical contact (or intervention) with a learner is permissible in many cases, and indeed is very often appropriate at Rodmarton Primary School. In this case, physical contact will be purposeful, controlled, monitored and reviewed.

Physical Intervention

Physical Intervention at Rodmarton Primary School is defined as “the use of physical interventions to prevent a learner from harming themselves, others, or from causing serious damage to property”. Physical intervention must be a last resort, not custom or practice and after all other de-escalation strategies have been unsuccessful. It is to prevent harm coming to the learner or others, and never used as a punitive measure.

Where necessary, reasonable force can be used to restrain a learner should their behaviour be a risk to others, themselves or property.

However, anyone touching another person may be potentially committing an unlawful act, if that contact is deemed to be ‘unreasonable’. Any use of force is potentially unlawful if the particular circumstances do not warrant it, or in a situation that could be resolved without force. The degree of force used must be in proportion to the circumstances of the incident

and / or the potential consequences. The guidelines below therefore set out what is considered 'reasonable' and 'unreasonable' at Rodmarton Primary School.

'Reasonable' Contact / Reassurance

Reassuring physical contact can be given:

- To indicate approval, appropriate affection or sympathy (e.g.; a pat on the shoulder, a hand held, a cuddle).
- To positively build or reinforce a relationship, or to comfort in times of stress.
- To enable the learner to gain control and establish acceptable behaviour.

With younger children, using close and supportive physical contact is very often part of the learning process, and this contact is expected. However, staff must always take into account the vulnerability of the learner.

'Reasonable' Contact - Health & Hygiene

Physical contact will be necessary to provide:

- Emergency medical treatment
- Any regular medical procedure necessary to the pupil's wellbeing.
- Assistance during toileting, dressing and washing / hygiene programmes with younger children or those who have a intimate care plan agreed with parents/carers.

Only members of staff who are closely acquainted with the learners and their needs should undertake such procedures (except in an emergency). Two members of staff should be involved wherever possible. Privacy, dignity and respect must be provided for the learner, but any one member of staff should ensure that another member of staff knows where they are and the procedure that is being followed.

No male member of staff is permitted to carry out any intimate contact with any female learner except where the Headteacher specifically authorises this and formally notifies the parents.

'Reasonable' Contact – Direction & Instruction

Physical contact will be necessary to provide:

- Physical prompting or contact to help the learner perform a task.
- Giving support to a learner's body during a PE activity (for example).
- Help to manipulate materials or to hold tools correctly (e.g.; pens and pencils, etc.) in practical and creative activities.

Physical contact in these circumstances must be supportive or persuasive, not coercive. Supportive PE movements should be planned, and not involving a 'private' part of the body.

Care must be given to the frequency of physical contact and differentiation of level of support required by the learner to avoid over-use of physical directions. Care must also be given to individual learners' sensitivity to touch and differentiated accordingly.

'Reasonable' Contact – Guiding and Obstructing

Physical contact in the form of guiding or obstructing may be necessary:

- To provide guidance for a learner in the correct direction, or to prevent them from wandering off.
- To protect from external danger or prevent a harmful action (e.g.; in a food technology session).

- To provide safety (e.g.; when crossing a road).
- To divert a pupil from a destructive or disruptive behaviour.
- To prevent or divert a learner from repetitive and / or obsessive behaviours that may cause harm or self-injurious behaviours such as head banging etc.

The physical contact required should not be over- familiar or use excessive force.

Given that such contact may be unplanned (e.g.to prevent a learner from suddenly going off in the wrong direction), it must always be measured and carried out calmly.

The Role of Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

Only the head teacher (or any acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, parents are informed immediately and are given reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the Governing Body about any fixed term or permanent exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals made by parents on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. The head teacher also reports to the governing body on the effectiveness of the policy.

Pupil Incidents of misbehaviour are recorded on Insight, our school tracking system. It is the responsibility of the class teachers and the head teacher to record any incidences that are passed on to them.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Related Policies and Documents

- Anti-Bullying Policy
- Volunteer Helpers Policy
- Visitors Policy
- Complaints Policy