

Robert Arkenstall Primary School

Whole School Behaviour Policy

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of

This policy is published on the School website, stored on the Network: Staff Share and is available on request from the school office

Governor Committee	Full Governing Body
Reviewer	R Fisher
Ratified	September 2021
Review period	1 year or as needed
Next review due	September 2022

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This policy should be considered within the context of the ethos of Robert Arkenstall Primary School.

A child-friendly version is shared with all children and they are expected to commit to it.

Introduction

We aim to build an orderly, self-disciplined and happy school community, where everyone is recognised as being of equal worth. By providing a safe, secure environment in which children feel cared for and staff feel effectively supported, there will be a framework in which everyone can learn and achieve their potential.

We promote core values which underpin our Vision:

Kindness

Honesty

Empathy

Self-belief

Respect

Courage

All children and adults working at the school are entitled to be treated and are expected to treat each other with courtesy, care and dignity. We believe that good behaviour and discipline are essential to building a positive school ethos and creating a welcoming environment where successful teaching and learning can take place. We recognise that all behaviour has meaning. As children and young people demonstrate their feelings through their behaviour, the staff are trained to consider underlying issues such as pain or distress.

This policy is written with reference to and in the context of the 'School Discipline' chapter of the Education and Inspections Act 2006. (EIA 2006) and 'Cambridgeshire Policy and Guidance on the Effective Management of Behaviour, 2013', together with: Dept. of Education: Advice for Headteachers and School Staff, February 2014, and Use of Reasonable Force: Advice for head teachers, staff and governing bodies (DfE 2012). This policy is also consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991).

General Principles

At Robert Arkenstall we believe that the success of our behaviour policy is not measured by an absence of problems, but by the way we anticipate and prevent them and ultimately by the way we deal with them. We aim to create an atmosphere of trust in which effective communication will keep the potential for problems to a minimum.

We recognise that appropriate behaviour is necessary for effective teaching, learning and enjoyment whilst at school. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education.

Within our school community, we aim:

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To uphold our school values as a school which respects the rights of all individuals.
- To encourage consideration for others in the community by promoting **kindness, honesty, empathy, self-belief, respect, courage**.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school through work, effort and achievement.

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour.
- Using positive phrasing and reminding.
- Providing pupils with experiences that create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure where appropriate (see appendix 1).
- Using consistent, clear and agreed boundaries.
- Providing comfort and forgiveness.
- Adopting a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them, and resilience is promoted and celebrated within classes.

A Therapeutic Approach

At Robert Arkenstall, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problematic or complex behaviour. A change in the circumstances in which the behaviour occurs will be identified and addressed accordingly.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

All staff working with our children receive training in behaviour support. This training is called “Cambridgeshire Steps” and is adapted from the original work by Angela Wadham of Norfolk Steps. The term “Steps” is drawn from the Norfolk County Council statement on inclusion: “*The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.*” This statement reflects the philosophy, policy and practice at our school.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Cambridgeshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in level one ‘Steps’ training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Cambridgeshire Steps tutors and have delivered the initial training to our staff. Annual refresher training is provided for all staff.

The Cambridgeshire Steps ‘Roots and Fruits’ exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child’s positive and negative experiences in life that may have led to their negative feelings and behaviour.

Praise, Reward and Celebration

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning, we need to ‘catch the children getting it right’ through specific praise.

This can be done by:

- Praise from adults and peers.
- Rewarding of individual merits or Class Dojo points depending on year group. Individuals are recognised for their personal development in the school values of **kindness, honesty, empathy, self-belief, respect and courage**, and in demonstrating their learning skills as articulated in being Resilient, Reflective, Reciprocal and Resourceful. Merits are not a comparison to other pupils but are personal and specific to each child to acknowledge their achievement in skills and values and to share that with their family.
- Merits are sent home from EY and KS1 on personal ‘balloon’ cards.
- Dojo points are awarded by class teachers in KS2 with comments which parents can see on the app.
- Showing good work to other classes, teachers, Deputy Head or Head Teacher.
- Displaying good work and achievements around the school, on the school website or via social media.
- Being awarded a Celebration assembly certificate for demonstrating the school’s core values of **kindness, honesty, empathy, self-belief, respect, courage**.
- Homework, reading and spelling receiving particular feedback which supports our communication with parents for work shared between home and school.

- Earning team points on special occasions, such as sports day.
- All children being celebrated individually during the year in special day assembly.

Strategies and Consequences

Below is an outline of how we intend to support children who behave inappropriately around school. The examples outlined below are there to provide insight as to some of the challenges that may be faced during a school day, both in the classroom and around school. They are by no means exhaustive and all staff will be encouraged to use their professional judgement to address situations that are not outlined as part of this document.

This document has been compiled following consultation with pupils and parents by SLT.

	Examples of Behaviour	Response / Action
Level 1 First time, low level behaviour Unusual for the child	Disrupting other children's learning Not telling the truth Answering back Impolite Moving around school inappropriately Not sharing resources Untidy or incorrect uniform Poor listening Interrupting Shouting inappropriately Refusal to follow instructions Running away from an adult Use of inappropriate language Rough play and unkind hands/feet in class or at playtime Inappropriate use of resources/property	Warning with explanation for how to improve If appropriate: Discussion with child Apologies sought and given Class teacher to be informed verbally if dealt with by another adult Teacher to monitor behaviour.
Level 2 Persistent bad behaviours	Disrupting other children's learning Not telling the truth Answering back Impolite Not sharing resources Untidy or incorrect uniform/PE kit Poor listening Shouting inappropriately	Time away in class at a different /separate table If continued, send to parallel class to complete their learning and parents are notified If appropriate: Apologies sought and given Rehearsing positive behaviours, e.g. lining up correctly

	<p>Refusal to follow instructions Running away from an adult Use of inappropriate language Rough play and unkind hands/feet in class or at playtime Inappropriate use of resources/property Work not completed acceptably Moving around school inappropriately Inappropriate use of ICT equipment.</p>	<p>Miss part of break/lunch to complete work or write a reflective piece Work sent home to complete Class teacher to be informed verbally if dealt with by another adult Uniform/PE kit letter goes home Teacher to monitor behaviour Loss of together time</p>
Level 3	<p>Persistent repetition of any of the above behaviours Level 2 strategies not effective</p>	<p>Phase Leader involvement Class teacher and phase leader meet with parents and make them aware of the behaviours being logged on their record and any ongoing consequences.</p> <p>If appropriate: Child to write a letter of apology. This may be asked to be done at home. Create and use a weekly report that focuses on positive behaviours (sticker chart) Record on child's Bromcom account.</p>
Level 4 One-off or persistent serious behaviour	<p>Physical aggression towards children or adults Bullying Harming other students or adults intentionally Theft Deliberate damage of resources or property Serious disruption of teaching and learning Level 3 strategies not working</p>	<p>Referral to Head or Deputy Parents asked to come into school to discuss behaviour with a member of SLT Create and use a weekly report that focuses on positive behaviours and is shared with SLT Record on child's Bromcom account.</p> <p>If appropriate: Class teacher to be informed verbally if dealt with by another adult Child to write a letter of apology. This may be asked to be done at home. Miss part of break/lunch to complete work or write a reflective piece Involvement of external agencies to discuss further support strategies for the child, through support of Senco Use of protective consequences designed to prevent negative impact on others</p>

Level 5	For behaviour which is ongoing, serious and beyond the levels described above (levels 1-4) a child will be placed on a risk reduction plan and all relevant staff will be aware of specific guidance regarding the child's behaviour. See further guidance in appendix 1.	Full SLT and parental involvement, and possible involvement of outside agencies such as family worker.
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Appendix 1

Cambridgeshire Steps Approach

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Cambridgeshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Positive phrasing e.g

- "Stand next to me"
- "Put the toy on the table"
- "Walk beside me"

Limited choice e.g

- "Put the pen on the table or in the box."
- "When we are inside, Lego™ or drawing?"
- "Talk to me here or in the courtyard."

Disempowering the behaviour e.g

- "You can listen from there."
- "Come and find me when you come back."
- "Come down in your own time."

Use of a De-Escalation Script e.g

Use the person's name – "David..."

Acknowledge their right to their feelings – "I can see something is wrong..."

Tell them why you are there – "I am here to help."

Offer help – "Talk to me and I will listen."

Offer a "get-out" (positive phrasing) – "Come with me and....."

Appendix 2

Physical intervention and Reasonable force

The Robert Arkenstall Primary School believes that by providing a safe, secure environment in which children feel cared for and staff feel effectively supported, there will be a framework in which everyone can pursue possibilities and love learning. We recognize that behaviour is a form of communication and that presenting behaviours may need to be interpreted with care and with consideration to underlying issues such as pain or distress. This is particularly the case with young people with special needs but all children demonstrate their feelings through their behaviour.

The majority of children demonstrate behaviour that is perceived as both appropriate and good. However there are a minority of children who exhibit challenging behaviour.

We recognise that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property. Any physical intervention at Robert Arkenstall is always last resort following positive behaviour techniques.

We recognise that the decision to intervene physically should be a professional judgment taken calmly and in full knowledge of the desired outcome.

Though likely to be a last resort it should be **an act of care**, not punishment; a conscious decision to act in the child or other's best interest, and not an act of desperation or a tool to force compliance.

Key Terminology:

Reasonable Force: DfE: July 2013: "The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils." " 'Reasonable in the circumstances' means using no more force than is needed"

Physical Control/ Intervention DfE: "Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom" Active physical control constitutes intervention,

Physical Restraint or Restrictive Physical Intervention: Cambridgeshire County Council: "should be interpreted as describing direct safeguarding action", DfE: "designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact." Both terms refer to a prescribed methodology only to be used by those specifically trained. In the case of our school this would be with relevant Step Up training, which none of our staff currently hold.

Robert Arkenstall Primary School follows the guidance in DfE publication *Use of Reasonable Force: Advice for head teachers, staff and governing bodies: Reviewed July 2015* and The Local Authority's Guidance on Physical Restraint

In Cambridgeshire County Council the term 'restrictive physical intervention' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention'

is defined by the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...'

There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible, be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be reasonable and proportional to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

We recognise that it is a criminal offence to use physical force, or to threaten to use force (for example, by raising a fist, or using verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfES/DoH 2002)

We recognise that positive or 'contingent' touch may be beneficial in some cases, for some children and young people. *DFE Use of Reasonable Force: Advice for head teachers, staff and governing bodies (2012)* states:

'It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.'

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

Key Points in the use of Reasonable Force:

In line with *Use of Reasonable Force (DfE July 2013)*, schools can use reasonable force to:

- prevent a pupil at risk of harming themselves through physical outbursts;
- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

The legal provisions on school discipline (Education and Inspections Act 2006) also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

How staff know whether using a physical intervention is 'reasonable' in our school.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

At Robert Arkenstall the use of physical intervention would be unwarranted, punitive or excessive unless there was a real risk of immediate physical harm. For example it would be unreasonable to use physical intervention if a child refused to leave the classroom. However, if a child was using a school resource as a weapon likely to cause harm physical intervention would be viewed as reasonable.

Whenever restrictive physical intervention is used it must be recorded by the school so that a clear record is kept of the incident which can be shared as appropriate.

Post Incident Management

Following an incident where restrictive physical intervention or use of force has been used, all involved, including staff and children and young people, will separately be given the opportunity to reflect on and discuss in detail what has happened and what effect this has had on them. This should only happen once the people involved have regained their composure, and should be done in a calm and safe environment. At no point will this process be used to apportion blame or dispense punishment. If at any point there is reason to suspect that someone involved has been injured or severely distressed, medical attention should be immediately sought.

Interviews will be conducted appropriately according to the age and developmental stage of the child. Alternative methods of debrief and of understanding the incident will be used for children and young people for whom interviews are not appropriate e.g. very young children, some children with a learning disability. Examples of alternative methods include visual communication aids, e.g. symbols, pictures, photos, to help identify feelings and emotions.

A full and systematic record of every restrictive physical intervention is kept in the Headteacher's office using the bound Physical Intervention Book.

Its purpose is to:

- ensure clear and accurate record keeping to prevent misunderstanding or misinterpretation of the incident
- ensure that a clear record can be used to inform parents
- ensure that accurate information helps with future planning as part of improvement processes.

Parents or Carers will be informed of the incident where Restrictive Physical Intervention is used by the Headteacher or senior member of staff on the same day.

The records will also be used to update any individual risk assessment for a specific child and for the individual behaviour or care plans.

The school will give due consideration for who is best placed to undertake post incident restorative work, including considering the involvement of other service providers and partners.

Opportunities for reflection and restorative approaches will be considered as appropriate to given circumstances.

Complaints and Allegations

Children and young people and their parents/carers have a right to complain about actions taken by staff. This includes the use of restrictive physical intervention.

Children and young people and their representatives must have clear information about how to access the services of an advocate where available and appropriate.

By adhering to School policy on restrictive physical intervention practice, staff will help to avoid complaints from a child, their parents, other relatives or carers. However, it will not prevent all complaints and the possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action being brought cannot be ruled out. In any of these circumstances, it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in the circumstances.

The Governing Body recognises its responsibility outlined in guidance document '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011]

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing Body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As an employer, the school and local authority have a duty of care towards their employees. The school recognizes its responsibility to provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Power to search pupils without consent

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Appendix 3

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk reduction plans. These are overseen by the Headteacher and SENDCO, who will ensure that they are reviewed and updated in order to reflect changes and progress, and shared with parents/carers and the child if appropriate.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

An individual risk reduction plan should:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Reflect, repair and restore

Once the child is calm, relaxed and reflective, the experience should be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened. (Tell the story)
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how we can repair relationships.
- Summarise what we have learnt so we are able to respond differently next time.

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.