



# Pupil Behaviour Policy

## CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child.

In this policy, we are working towards the following article:

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 28: (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Date Prepared:** September 2021

**Date Approved by Governing Body:** To be reviewed at the next Full Governors Meeting

**Date to be reviewed:** September 2024



## **Statement of intent**

At Little Hill, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality of opportunity, equity and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and identifying causes, where possible, and disciplining inappropriate behaviour.
- All approaches to behaviour will be 'Child Centred'.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## **1 Aims and objectives**

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of Little Hill can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way taking into account reasonable adjustments when necessary.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

## **2 School Values**

At Little Hill, we hold firmly to our mission statement: **Giving children a flying start.**

We do this by promoting, encouraging and rewarding our six school values:

- **Aiming high,**
- **Daring to be different,**
- **How well did I do,**
- **I can do it,**
- **More than just me,**
- **Thinking for myself.**

These values encompass our 'school rules'. The values are of equal importance; we would like children to follow them in the community as well as in the school. These expectations are the basis of this policy. They are displayed prominently throughout the school. It is important that children know these expectations and understand them. All our rules are discussed with the children and explained where necessary.

### **3. Rewards**

3.1 We praise and reward children for good behaviour in a variety of ways:

- Verbal praise and recognition
- Values ticks leading to:
  - Assistant Head / Deputy Head / Headteacher stickers and names displayed on a values tree
- Notes/texts home to parents/carers
- Subject specific stickers and praise from the coordinator
- Lunchtimes have a 'Token' system (Happy Lunchtime Award)
- Turner, Maths and Reading awards (Termly)
- Key Stage assemblies (certificates and awards)
- Recognition through our Twitter page

3.2 We acknowledge, praise and reward children who keep the school values.

- Once a reward has been earned it cannot be removed.
- All adults in the school should be involved in rewarding children who are setting a good example in following the school values.

3.3 The school acknowledges all the efforts and achievements of children, both in and out of the school, showing certificates and awards that have been achieved outside of the school in assemblies.

### **4 Sanctions**

4.1 The school employs a number of sanctions to enforce the school values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully during lessons. If they do not do so, they will be given a warning with a chance to remedy their behaviour. Then, they will be placed on the traffic light system (which remains with the teacher) if the behaviour continues. We may ask them to move to a more suitable place.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- At Little Hill, we have a number of staff members who have completed 'Team Teach' training. Team Teach is a wholistic approach for helping children to de-escalate in particular situations. Identified children will have PHPs (Positive Handling Plans), which allow members of staff and parents, to work effectively together on the most effective de-escalation techniques for these individual children. PHPs are reviewed regularly. Please refer to Appendix 5.
- De-escalation techniques look at supporting a child to 'Engage, Disengage

and Reengage' with what they are expected to do at school.

- If de-escalation techniques are not working, and the situation escalates to a point where a child is endangering themselves, other children or property then teachers may act in a reasonable and proportionate manner as well as calling for a member of staff with Team Teach training (see Team Teach Policy). Children will be guided away from the room / situation to a safe space allowing for further de-escalation and restoration work to take place. Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe during a critical incident.
- If the child cannot be removed, the teacher may remove the rest of the class until the child has been appropriately calmed and removed from the situation.

#### 4.2 The traffic light system

To ensure that the system is clear, it is the same for all children across the school (unless they are on an individual support plan) and is called the 'traffic light' system. These traffic light systems are kept on an A4 sized piece of paper on a clipboard which can be located with the member of staff taking the lesson.

We have summarised the types of behaviours that warrant the different stages in a table for all members of staff to refer to (see Appendix 1).

Green		
Yellow 1		Yellow 2
Red 1 5 minutes	Red 2 10 minutes	Red 3 15 minutes

Effective practice is to allow children to begin each day with a 'fresh start'. If a child reaches 'red' on the system, a 'restorative conversation' needs to take place at the adult's earliest convenience – this will reset them to 'green'. Consequences occur when a child reaches 'red' – consequences should be natural and logical and should connect with the cause and affect the child's thinking. Therefore, this will result in either the child losing a section of their play/lunchtime or being moved in their own classroom or to another classroom. However, regardless of where a child is on the traffic light system,

our reward systems still apply.

All staff will follow this outline for restorative practice if a child reaches 'red':

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who did this affect and how did it make them feel?
5. What do you need to do now to make things right?

This system is relative to the child's general behaviour and is cumulative until they are placed back onto 'green'; therefore, different kinds of negative behaviour could result in a move to a further step. The focus on all sanctions is to support them in learning from their mistakes and in making amends for their actions.

#### 4.3 **Lunchtime**

At Little Hill, we have achieved the 'Happy Lunchtime Award'. Children displaying the school values will be recognised and rewarded; they will receive a token to add to their class jar. These are then celebrated during the Key Stage assemblies.

Lunchtime staff members respond to inappropriate behaviour by asking the child what happened. If appropriate, then they will receive a warning. If inappropriate behaviour continues, then they'll be asked to spend 2 minutes having a 'time out' with that member of staff. Members of the Senior Leadership Team are available via walkie-talkie if inappropriate behaviour escalates.

4.4 The following are responses to serious misbehaviour.

Step 1	If a child is continually moving through the behaviour system, or if a single incident is serious, then parents/carers need to be informed by the class teacher. The class teacher will decide on the next most appropriate step for that individual child e.g. sticker or tick chart with targets.	<p><b>These steps do run sequentially; however, steps can be bypassed dependent on severity (see appendix 1) at the discretion of the senior leadership team.</b></p>
Step 2	An Assistant Headteacher will meet with the child to discuss their behaviour and potential next step and time frame.	
Step 3	If inappropriate behaviour continues after this meeting, then a meeting will be arranged between an Assistant Headteacher and/or Inclusion Manager with the child and parents/carers.	
Step 4	If the behaviour is still unresolved, then the child can be placed on a 1 or 2 week behaviour report with the Deputy Headteacher. A Behaviour Report (see appendix 2) is a way of closely monitoring a child's behaviour throughout each day (including playtime and lunchtime). The child meets with their Parents, Class Teacher and Deputy Headteacher to set no more than three targets. They are then praised for meeting their targets. The report is monitored by the class teacher and parents. At the end of the week the Deputy Headteacher meets with the child to look at their progress. Parents are kept updated of their child's behaviour progress. The behaviour report will be formulated between the class teacher and the child. At this point, the child may be placed onto a behaviour management plan (see appendix 3).	
Step 5	If the behaviour is still unresolved, then the child will be placed on a 1 or 2 week behaviour report with the Headteacher; this is similar to the report above. This will be accompanied by pre and post conversations with the child and parents/carers.	
Step 6	Exclusion from school (internal or external) for a fixed period.	
Step 7	Permanent exclusion	

4.5

Our school celebrates equality and diversity. As a result, Little Hill does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, all adults within the school will act immediately to prohibit any further occurrences of such behaviour. All reported incidents of bullying are logged by the Head Teacher. Please refer to the bullying policy for more details.

## **5 The role of the staff members in the classroom**

- 5.1 It is the responsibility of staff member to ensure that the school values are reinforced in classes, emphasising good character and resilience across the school and that children behave in a responsible manner during lesson time.
- 5.2 The staff members in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 5.3 All staff members treat each child fairly, and enforces the school values consistently. All staff members treat all children in their classes with respect and understanding.
- 5.4 All staff members will follow the traffic light system. Once a child is placed on a 'red' the staff member will record this in their behaviour log and carry out the restorative practice questioning.

## **6 The role of the Headteacher**

- 6.1 It is the responsibility of the Headteacher, to implement the school's behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 6.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 6.3 The Headteacher keeps records of all reported serious incidents of misbehaviour and bullying.
- 6.4 The Headteacher has the responsibility for fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **7 The role of the Inclusion Manager**

- 7.1 Where there are ongoing or underlying needs, the Inclusion Manager will meet with the class teacher to complete a behaviour support plan. This will indicate strategies to use for different levels of behaviour warning signs (colour coded green, amber and red).
- 7.2 Where it is felt that physical positive handling will need to be used, the class teacher and Inclusion Manager will produce a Positive Handling Plan and Risk Assessment (PHP). This plan will be discussed, and signed by, parents.
- 7.3 When Positive Handling is used, an incident will be logged onto CPOMS and the inclusion manager will be notified through this.



- Name of staff involved
- Name of other staff/pupils who witnessed the incident
- Brief factual description of incident
- Reason that restraint was necessary
- Pupils response and outcome of incident
- Details of any injury suffered by the pupil, another pupil or member of staff or any damage to property

7.4 Inclusion manager to ensure that a follow-up debrief is then completed.

## 8 The role of parents

7.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

7.2 We display the school values and expectations on the school website, we expect Parents to read them and support them.

7.3 We expect parents to support the actions of the school. This is paramount if the child is progressing on the behaviour step system. If parents have any concerns, they should initially contact the Class Teacher. Effective communication and partnership are key to helping us ensure your child is happy, challenged and engaged in their learning in and out of school. This involves you talking to us about concerns, worries and successes about your child at home; and us raising concerns, worries and successes about your child at school. We need to establish this understanding quickly so that we can do the best for your child.

The chart shows the process of communicating with the school about individual matters related to your child's academic or social progress.

	Action	Possible Resolution
<b>1st POINT OF CALL</b>	Talk to your child's class teacher after school or make an appointment to meet with them. This includes any concerns around playtime and lunchtimes.	Identify issue, discuss possible solutions, agree how to monitor or what the outcome will be. This may include a time scale to ensure the matter is resolved or to review the situation.
<b>2nd POINT OF CALL</b>	To discuss further, make an appointment with the appropriate Assistant Headteacher (Key Stage Manager). This is Mrs Gavagan for the Foundation Stage and Key Stage 1 and Mr Williams for Key Stage 2.	Discuss concerns, consider ways forward. Actions and time scales to be put in place.
<b>3rd POINT OF CALL</b>	If not resolved, make an appointment with the Headteacher or Deputy Headteacher.	Discuss with Headteacher, monitor and refer to other services as necessary
<b>4th POINT OF CALL</b>	We endeavour to ensure that we can support all parents with any concerns and come to resolutions before this stage, however if you are not happy with the outcomes or support you have been given. Please refer to our <a href="#">Complaints Policy here</a> .	

## **9 The role of Governors**

- 8.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.
- 8.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

## **9. Monitoring and review**

- 9.1 The Headteacher, along with the senior leadership team, monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The staff members record red incidents. The SLT record those incidents in which a child is sent to them on account of behaviour choices.
- 9.3 The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

## Appendix 1: Little Hill Traffic Light System



### The Traffic Light System\*

\*this is not an exhaustive list.

<b>Warnings</b>	<b>Red Warnings</b>	<b>SLT Informed</b>	<b>Team Teach Staff Required</b>
<ul style="list-style-type: none"> <li>• Shouting out.</li> <li>• Ignoring the teacher.</li> <li>• Disturbing others.</li> <li>• Not sharing.</li> <li>• Fiddling when the teacher is talking.</li> <li>• Turning around when the teacher is teaching.</li> <li>• Note passing.</li> <li>• Running inside the building.</li> <li>• Responding to someone else's behaviour.</li> <li>• Talking in assembly.</li> <li>• Low-level defiance.</li> </ul>	<ul style="list-style-type: none"> <li>• Rough Play.</li> <li>• Saying unkind things and hurting others feelings.</li> <li>• Destroying/damaging property.</li> <li>• Being unkind e.g. name calling.</li> <li>• Ignoring a yellow warning.</li> <li>• Inappropriate conversations.</li> <li>• Dishonesty.</li> <li>• Swearing.</li> </ul>	<ul style="list-style-type: none"> <li>• Spitting on purpose.</li> <li>• Bullying.</li> <li>• Hurting someone on purpose.</li> <li>• Stealing.</li> <li>• Ignoring repeated red warnings.</li> <li>• Discriminative behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• When a child cannot be de-escalated and needs guiding away from a situation or placed into 'a hold'. This is due to them being a (potential) danger to themselves, others, a safeguarding risk or damaging property.</li> </ul> <p>Following this, SLT to be informed.</p>



## Appendix 2: Little Hill Primary School Report Card

<b>Name:</b>				<b>Date:</b>			
<b>Behaviour Targets:</b>							
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>							
WB	Session 1	Playtime	Session 2	Session 3	Lunchtime	Session 4	Session 5
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
<b>Teacher Comment:</b>							
<b>Deputy Headteacher Signature:</b>			<b>Parent Signature:</b>			<b>Next Step:</b>	



**Appendix 3:**  
**Little Hill Primary School Support and  
Management Plan**

<b>Name:</b>	<b>Date:</b>	
<b>Behaviour Targets:</b>  1.  2.  3.		
<b>Support Plan:</b>  1.  2.  3.		
<b>Teacher Comment:</b>		
<b>Deputy Headteacher Signature:</b>	<b>Parent Signature:</b>	<b>Next Step:</b>



## Appendix 4: Little Hill Primary School Report Card

Name				Date			
Behaviour Targets <ul style="list-style-type: none"> <li>Write no more than two behaviour targets in the box below</li> <li>Please grade their behaviour at the end of each session with a tick for each target achieved</li> <li>Send a copy home to parents</li> </ul>							
WB	Session 1	Playtime	Session 2	Session 3	Lunchtime	Session 4	Session 5
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Teacher Comment							
Headteacher Signature			Parent Signature			Next Step	

## Appendix 5: Incident Record Form

Little Hill Primary School Incident Record for \_\_\_\_\_



Key: A: Antecedent B: Behaviour C: Consequence

Date	Type of incident	Description	Lesson/Location	Outcome/ Effects
		A		
		B		
		C		
		A		
		B		
		C		
		A		
		B		
		C		
		A		
		B		
		C		

Key: A: Antecedent B: Behaviour C: Consequence

Date	Type of incident	Description	Lesson/Location	Outcome/ Effects
		A		
		B		
		C		
		A		
		B		
		C		
		A		
		B		
		C		
		A		
		B		
		C		



## **Appendix 6: Physical Restraint Guidance**

### **Introduction**

We are committed to using positive behaviour management strategies to help young people learn how to behave appropriately. As a general rule, these strategies are sufficient, but there may be occasions when further interventions are required. For the purpose of this guidance, physical restraint is defined as an incident when a staff member prevents or restricts a child's movement against their will. A staff member can include any member of school staff, a volunteer, or any other person who is temporarily in charge with the authorisation of the headteacher.

This guidance has been created in accordance with DfE guidance: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

If physical intervention or restraint of any form is required, we adhere to the following principles:

- Restraint is only ever used as a last resort when every other approach has been tried
- Restraint will only be used when a pupil poses a danger to themselves or to others, or they are damaging property on or off site
- Minimal force required will be used
- Staff are trained in the correct use of physical restraint by an LA-approved provider (Team Teach)

### **Duty of care**

When considering the use of physical restraint, staff members must take adequate measures to protect all pupils in their care from risk of harm or injury where there is a foreseeable risk. Staff members have a duty to provide the same standard of care as is expected of a parent. A staff member should decide at the time of the incident whether they should physically intervene.

### **What is physical restraint?**

Physical restraint may include, but is not limited to, the following:

- Guiding a pupil by the arm to remove them from the room
- Blocking a pupil's path
- Standing between pupils to prevent movement
- Physically holding a pupil to prevent a fight
- Holding a pupil – a pupil must only be held in extreme circumstances

A pupil must not be restrained in a locked room where they cannot leave of their own free will.

## When physical restraint may be used

Physical restraint may be used:


- When there is good reason to believe a pupil is putting themselves or others in a position of danger.
- To prevent a pupil from leaving the classroom if there is a risk of danger if they do so.
- To prevent an attack on a member of staff or another pupil.
- To stop a fight between pupils.
- To prevent damage to property.

There may be cause to use physical restraint on any pupil, of any gender or age.

## Record keeping

The school should inform parents if restraint of any kind has been used on their child and the circumstances leading up to the physical restraint.

Records should be kept on the pupil's file if restraint has been used (and held by the school for 75 years). The records should give details of the de-escalation methods attempted and the subsequent amount of physical restraint used. The following form should be complete after a physical restraint has been used and given to the school office. This will then be scanned into CPOMs as well as being attached to the child's PHP.



LITTLE HILL PRIMARY SCHOOL RESTRAINT OF PUPILS – INCIDENT REPORT

Date of incident:	Time of incident:
Names of staff involved:	
Name of pupil involved:	
Names of other staff who witnessed the incident:	
BRIEF DESCRIPTION OF INCIDENT: (Please be objective and factual, outlining how the incident began and progressed, details of pupil's behaviour, what was said by each of the parties, steps taken to defuse/calm the situation, degree of force used, how applied, and for how long.)	
REASON THAT RESTRAINT WAS NECESSARY:	
PUPIL'S RESPONSE & OUTCOME OF INCIDENT:	
DETAILS OF ANY INJURY SUFFERED BY THE PUPIL, ANOTHER PUPIL, OR MEMBER OF STAFF, OR ANY DAMAGE TO PROPERTY:	
The incident did not lead to any injuries.	
SIGNED ..... DATE .....	

If a pupil is known to require physical interventions, this will be planned for in consultation with the parents where possible (PHP).

### **When physical restraint must not be used**

Physical restraint must not be used:

- To enforce the school's own rules.
- To search for prohibited items, such as weapons and knives, unless there is good reason to assume the pupil is carrying such items.
- To prevent a pupil from leaving the classroom if they are not at risk by doing so.
- As a punishment.

### **What is considered 'reasonable force'?**

The DfE's explanation of what is considered 'reasonable' force, is that which is proportionate to the circumstances, i.e. no more force is used than is needed to achieve the particular result relating to the circumstances. This means that what is considered reasonable will depend upon the circumstances of the case.

### **Communicating the school's approach to the use of physical restraint**

We include the guidelines for physical restraint within our Behavioural Policy, and these guidelines should be communicated to all staff, parents and pupils. The governing body should approve the use of physical restraint, as set out in these guidelines, and ensure the Behavioural Policy covers the use of reasonable force should it become necessary.

Parental permission for the use of physical restraint is not required as the staff member has a legal power to use reasonable force, as well as a duty of care to all children.

### **Other forms of contact**

At times, it may be necessary to have physical contact with pupils – this might include:

- Holding the hand of a pupil at the front or back of a queue.
- Giving comfort to a pupil in distress.
- Demonstrating a PE position.
- Administering first aid.
- Demonstrating actions during drama lessons.
- Demonstrating the playing of a musical instrument.

### **Protection for staff members**

It is for the headteacher to determine whether staff members require any additional training in order to effectively carry out their responsibilities, considering pupils' needs in the process.

In the case of a complaint, the responsibility is on the pupil to show that the staff member used unreasonable force. The staff member is usually not required to

show that they acted reasonably and staff members should not be automatically suspended pending the investigation.

There should be a thorough investigation with confidential, independent written statements from all those present, including other children. If the staff member is suspended as a result of the investigation, a named contact should be provided to support them.

The governing body will determine if the staff member acted in accordance with the school's guidelines.

The DfE makes it clear that schools may use force if necessary for the safety of the pupils and they will be defended if they face subsequent legal action.

The senior leadership team and the governing body should convey this to all staff members; one way to do this is through a Physical Restraint and Reasonable Force Policy, provided that the policy acknowledges the legal duty to make reasonable adjustments for pupils with special educational needs and disabilities.