



Policy Adopted	Sept 2023
Review date	July 2026

Holt Community Primary School Behaviour Management Policy

Context

This Behaviour Management Policy was approved by governors following consultation with pupils, teachers, parents and governors in October 2015. It has been regularly updated, and was last reviewed by the governors in September 2023.

Other associated documents – Our School’s Aims and Values, Anti-bullying Policy, Safeguarding Incorporating Child Protection Policy, Equality Statement and Code of Conduct For All Staff.

Expectations

- We expect pupils to respect themselves and each other.
- We expect pupils to respect all adults who work at and visit the school.
- We expect pupils to take increasing responsibility for their own learning, behaviour and possessions.
- We expect pupils to be treated fairly.
- We expect parents to support sanctions.
- We expect all adults in school to be good role models for pupils.

Aims

It is a primary aim 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. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. The school aims to provide a safe and stable learning environment within which its pupils can become positive, responsible and increasingly independent members of the school community.

Roles and responsibilities

1. Behaviour checklist for the headteacher

Policy

- Ensure absolute clarity about the expected standard of behaviour.
- Behaviour policy clearly understood by all staff, parents and pupils.
- The golden rule and school rules clearly displayed around the building.
- Ensure children never miss out on rewards or sanctions.

Building

- Be visible at lunch, playtimes and at the beginning and end of the school day.
- Ensure other SLT members are a visible presence around the school.
- Check pupils come in from the playground in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well maintained.

Staff

- Take action when staff fail to follow the behaviour policy.
- Praise the good performance of staff.

Children

- Praise good behaviour.
- Celebrate successes.
- Attend celebration assembly.

Teaching

- Monitor amount of praise, rewards and punishments given.
- Ensure staff understand special needs of pupils.

Individual pupils

- Ensure that there is suitable support in place for pupils with special needs.
- Have clear behaviour plans for pupils with behavioural difficulties.
- Monitor the behaviour incidents recorded on CPOMs.

Leadership

Model the behaviour you want to see in your staff.

2. Behaviour checklist for teachers

Classroom

- Meet and greet pupils when they come into the classroom.
- Display the golden rule and class rules on a PATHs notice board.
- Have a system in place to follow through all rewards and sanctions.
- Follow the school behaviour policy.

Pupils

- Know the names of the children.
- Understand pupils' special needs.
- Have a plan for children who are likely to misbehave.
- Ensure each child has a turn at being child of the day.
- Record any behaviour incidents on CPOMs.

Teaching

- Ensure all resources are prepared in advance.

- Praise children doing the right thing more than criticising those who are doing the wrong thing.
- Differentiate work to the appropriate level.
- Remain calm.
- Have clear routines for transition and for stopping the class.
- Ensure that their dress and behaviour is a good role model for the children.
- Teach PATHs.

Parents

Be available at the end of the day to give feedback to parents about their child's behaviour, let them know about the good days as well as the bad ones.

3. Behaviour checklist for governors

Policy

Monitor the implementation of the Behaviour Management Policy and ensure it is regularly reviewed.

Visits

- Make regular visits to the school to observe the behaviour in lessons, assembly, playtime, dinner time, and before and after school.
- Record feedback about visits to the school in the governor visits book.
- Feedback the behaviour seen on visits to the school at governor meetings.

School Rules

The Golden Rule

Treat others the way you would like to be treated.

Everyone Happy

- Be polite, friendly and helpful to everyone in the school.
- Be honest.

Everyone Safe

- Be gentle and take care of each other.
- Try to settle disagreements peacefully.
- Listen to instructions carefully.
- Walk inside the school building and move safely outside.

Everyone Learning

- Take care of the school environment and equipment.
- Always try your best.

In addition each classroom will have its own class rules. Teachers should involve the children in drawing up a set of classroom rules which promote positive behaviour and a positive learning environment.

Rewards

We take every opportunity to praise, reward and affirm good behaviour:

- Praise appropriate behaviour.
- Give stickers, responsibilities, ticks and class dojo points.
- Give merits leading to bronze, silver or gold merit badges.
- Give special mentions in Friday assemblies and on school newsletters.
- Send pupils to the headteacher for a special sticker
- Give class golden time.
- Inform parents about good behaviour in person; with comments in planners or electronic messages; and on parent/teacher consultation evenings.

Sanctions

1. Disruptive behaviour

Examples of this kind of behaviour include:

- Shouting out.
- Name calling.
- Lack of effort.
- Refusal to cooperate with staff or fellow students.
- Preventing other children from working.
- Minor physical acts.

If pupils do not behave in the expected way, we have a planned hierarchy of consequences from the least to most intrusive:

- Non-verbal looks and gestures.
- Brief reminders of the appropriate behaviour or the rule.
- Use the PATHs problem solving strategy.
- Move position in the classroom.
- Time out.
- Miss playtime.
- Send to another teacher.

It is best to try to match the consequence to the behaviour and involve the pupil in the decision about what to do:

- Make a mess – clear it up.
- Write on the desk – clean it off.
- No work done – make up in own time.
- Rudeness – apology before returning to the group.

2. Serious Offences

Some serious offences will result in a child to be sent directly to the headteacher or a member of the SLT:

- Damage to school property.
- Violence to another pupil.
- Swearing, racial or homophobic language.
- Defiance to a member of staff.

In these cases it is likely that the pupil will have time out in the office. It is very likely that parents will be informed. In these discussions with the parent the school will form a behaviour plan to avoid the behaviour repeating. The child may be offered extra PSHE support or strategies to deal with the management of inappropriate behaviour. This might involve a home school book or regular meetings between teachers and parents. In the most serious of cases a pupil could be excluded from the school.

Individual behaviour plans

If a pupil is recognised as having emotional and behavioural difficulties, a behaviour plan is drawn up in partnership with parents and pupil and reviewed as necessary.

Parents are aware of our expectations and procedures for behaviour management through information in the school prospectus and other school leaflets.

3. The role of parents

We expect parents to support their child's learning and behaviour. We try to build a supportive dialogue between home and school and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable and agreed sanctions to punish a pupil, we expect parents to support the actions of the school. If parents have concerns about the way in which their child has been treated they should initially contact the class teacher and then the headteacher. If the concern remains, they should contact the school governors following the complaints procedure.

4. Monitoring and review

The school keeps a record of incidents of misbehaviour using CPOMs. The headteacher will monitor the incidents and report a summary to the governors.

The headteacher will monitor the behaviour around the school during regular learning walks. These may take place with governors, other headteachers, improvement partners and other visitors.

Teachers and the Governing Body will review this policy every two years. They may review it earlier than this, if necessary.

Appendix 1 – Restrictive Physical Intervention

Scope and context

This document sets the context and boundaries for the safe and correct use of physical intervention with pupils. It is part of the Behaviour Management Policy. This part policy was formulated following Norfolk Steps training, and has been regularly reviewed since.

We have adopted the Norfolk Steps approach as our preferred strategy for supporting staff in dealing with challenging behaviour and providing guidance on physical intervention.

It is intended that all staff are adequately trained in Norfolk Steps techniques. The basic training comprises a six hour session which is refreshed regularly. Further training (Step Up) can be arranged if circumstances at school deem this necessary. Staff are assessed during the training so that they are able to use the techniques as part of their work.

All teaching staff have a duty of care to keep children safe and protect them from harm. The standard of care exhibited would be that of a person exhibiting the responsible and mental qualities of a prudent parent in the circumstances of school life. This duty of care is owed to the individual child and is a duty upon the teacher to take some account of the susceptibilities of individual children.

The school expects support staff to take reasonable, proportionate and necessary steps to protect children in their care from being harmed and supports the taking of any necessary action to prevent injury or serious damage to property.

Aims and key points

This policy is intended to:

- Assist all staff in preserving good order and discipline within a safe and secure school environment.
- Emphasise the importance of positive relationships.
- Know and be able to use the approved physical interventions if and when appropriate.
- Make sure staff are aware of the legal considerations concerning physical intervention with pupils.

Avoiding Restrictive Physical Intervention

The Norfolk Steps approach emphasises:

- The use of force should be avoided wherever possible.
- The importance of building positive relationships to help learning.
- The importance of having a planned response to challenging behaviour.

A planned response uses:

Positive phrasing

- Offer limited choice – ‘Talk here or in the library’.
- Disempower the behaviour – ‘You can listen from there’.
- Consequences – ‘We will find a time at break to finish the work’.

Body language

- Stand a good distance from the pupil.
- Have a sideways stance.
- Relaxed hands.
- Managed height.

Planned script

- Use the pupil's name.
- Acknowledge their right to have feelings.
- Tell them why you are there.
- Tell them what they can do.
- Offer a get out.

Using Restrictive Physical Intervention (RPI)

We accept that there can be positive physical contact between adults and pupils. This is physical contact which provides comfort, eases distress and signals care. However, RPI must only be used as a last resort where all other possible de-escalation techniques have been used. RPI must only be used where there is a significant risk of harm occurring, and not to gain compliance. The use of force must be avoided wherever possible, however there are occasions when the use of force is appropriate.

If during any physical intervention the young person complains of - or shows symptoms of - the inability to breathe freely, limpness, lack of response or vomiting, staff should immediately release their hold and call for medical assistance.

RPI must be used to maintain the safety and dignity of all concerned. Any use of RPI must be recorded within 24 hours on CPOMs. Norfolk Steps training recommends the use of 'open mitten' and 'closed mitten' to guide and escort pupils. For more information on Norfolk Steps, see: <https://s4s.norfolk.gov.uk/Pages/Download/cd3e2cfe-05a2-4095-b964-9a883633bacd/PageSectionDocuments>

After an incident

Adults and pupils should be given the opportunity to calm down before the process of repair and reflection begins. Any pupil who is injured will be treated according to school procedures. This will be recorded in the Accident Book in the medical room or the infant corridor, and on the Norfolk County Council OSHENS website if they are taken directly to hospital: <https://norfolkworkingsafely.oshens.com/>

Any member of staff who suffers shock or injury should get medical attention as soon as possible. A report form should be filled in as soon as possible.



Headteacher

Dated:27/9/23



Chair of governors

Dated: 27/9/23