



This policy is reviewed and updated annually

Reviewed Sept 2020 Rob Grosse

July 2020: FL

September 2019 SLT: Renamed and detail added to differentiate low level classroom management and examples of poor playground behaviour

March 2018 SLT

March 2019 SLT

This policy should be read together with 10a Anti Bullying, the Use of Restraint Policy below and 7a Child Protection and Safeguarding Policy and 7e Staff Code of Conduct. V4 Records of sanctions imposed upon pupils for serious misbehaviour are kept in a folder in the study.

Introduction

At Herries, we aim to create an ethos of mutual respect with all pupils and staff. In order to achieve this, we follow a carefully planned positive behaviour system which has been created in consultation with our pupils and staff. This system is regularly reviewed and evaluated in order to reflect the age and stage of our pupils as well as continuity. We truly believe that through working together, we can achieve our aims and so enhance the learning experiences for all pupils.

Aims

To promote good behaviour in our pupils

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline, self-respect, consideration for others and for property.
- To encourage good behaviour through positive reinforcement by providing a range of rewards for children of all ages and abilities.
- To make a clear distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- When problems occur, to treat them in a caring and sympathetic manner with the hope of achieving an improvement in behaviour.

Our Mission is to create an understanding and nurturing environment enabling our children to find joy in learning. Through academic excellence, arts and sporting achievements, creativity, independent thinking, culture and friendship, we prepare each child as a unique individual to live a happy, balanced and purposeful life.

Our Herries Values (kept in PSHEE folders, published in both the Pupil and Parent Handbooks)

Respect

I know when it is not OK to talk in lessons and when I move around the school.
I respect school property and other people's property.
I have good manners and remember to say please and thank you.
I show respect to others by ...

Resilience

I take turns to share ideas and accept that not everyone will agree with me.
When someone is sorry I can accept their apology.
I take responsibility for my actions.
When things go wrong, I can learn from the experience and have another go.
This happened to me when...

Independence

I recognise my strengths and the areas where I need to improve.
I can come up with different ways to solve a problem.
I read my pink feedback and use it to improve my work.
I learn independently by ...

Excellence

I persevere to achieve my best in everything I do at Herries.
I read my green feedback and am proud of what I can do.
I complete homework to the best of my ability and hand it in on time.
I was proud of my achievements when I...

Enthusiasm

I am able to work effectively in a group and in pairs.
I take an active part in lessons and try to join in with activities.
I am enthusiastic about...
The best thing about Herries is...



Happiness

I include other children in my games and activities.
I am a good friend.
I feel good about myself when...
I am happy at Herries because...

HERRIES' VALUES

Personal Development

I promise to do my best to uphold the values of my school and to help others to do the same.

Signed

Date

Sincerity

I understand that some children find some activities more difficult than I do.
I can be honest and accept when I have made a mistake.
I can say sorry and show that I mean it by making things better.
I show that I am honest and that I care by...

INCENTIVES

A major aim of the school policy is to encourage all children to practise good behaviour by operating a system of praise and reward. The school has four 'Houses' to which all children are assigned. Siblings are allocated to the same House.

House points are celebrated with weekly totals in Golden Assembly, with the award of the cup dressed in the ribbons of the winning house and in monthly house meetings. They are awarded for:

- Academic achievements
- Non-academic achievements
- For effort
- For behaviour

- Once 60 points have been received a certificate is awarded and presented in Golden Assembly
- The House Cup is awarded each year.

Golden Assembly – Children’s achievements of all kinds, both within and outside school, are celebrated in Golden Assembly. This helps to build self-esteem and to promote positive behaviour, as well as to build positive links between home and school.

Golden Pupil of the Week Certificate - Each week one pupil from each class is awarded the Golden Certificate- this is usually awarded in recognition of outstanding academic achievement, effort or good conduct. The pupil is welcomed to the front of the assembly and is applauded. The teacher explains to the rest of the school why that pupil has been given the award, to celebrate their success.

Headteacher’s Award – Any member of staff can nominate any pupil to receive a Headteacher’s Award. This will carry 5 house points for that child’s house. This is awarded in recognition of something specific and particularly positive that that pupil has achieved during the week. This is awarded in Golden Assembly.

Verbal – Class teachers give verbal or written praise as often as possible.

Display – Children are encouraged to display their achievements in the classroom.

Care of Children

At all times, staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child (see Intervention section later in the policy). If there is a need for sanctions then the following may be used, depending on the child’s needs. Children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Parents/Carers

We involve parents/carers in the promotion of good behaviour in our school by asking them to:

- support, read and discuss our Herries Values (printed in both the Parent and Pupil Handbooks)
- recognise that an effective school behaviour policy requires a close partnership between parents, teachers and children.
- attend Parent’s Evenings, parents’ functions and by developing informal contacts with school.
- know and understand that learning and teaching cannot take place without a behaviour policy being in place and implemented in a fair manner.
- acknowledge that staff deal with behaviour problems patiently and positively.
- attend meetings at Herries when advice on parenting skills is offered.

SANCTIONS

Corporal Punishment is never used or threatened.

There may be times when children are badly behaved. Children need to discover the boundaries of acceptable behaviour and personal responsibilities, as this is part of growing up. The aim of any sanctions used at Herries is to promote positive and responsible behaviour in our pupils.

Teacher response to off-task, low level disruptive behaviour

Generally, these incidences are dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned e.g. Low key, indirect corrective action such as a look or physical proximity; positive reinforcement of appropriate behaviour elsewhere; verbal reminder to pupil of desired behaviour; pupil moved to sit apart from others for 1-5 minutes, pupil is asked stay behind after class to discuss the behaviour with the teacher with reference to our Herries Values; pupil is moved to sit apart from others and /or given an appropriate task.

Children with SEND will have their specific needs taken into account when any sanction is considered and it may be necessary to explain to the other children why a different approach is being taken. Where there is evidence that poor behaviour is the result of learning or personal problems the pupil will be referred to an appropriate person for help, such as the class teacher, the form teacher or another member of staff with whom that pupil has a trusting relationship.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules, causing deliberate harm or upset may lead to sanctions.

Teacher response to challenging disruptive behaviour

Generally, these incidence are fewer but are dealt with by the class teacher in a fair manner, with some flexibility regarding age and needs of the child e.g. Non-verbal- eye contact, moving nearer, use of gesture; verbal reminder- use child's name, remind child of desired behaviour; remind child of consequence of behaviour, offering a choice of 2 activities; Refocusing using the name then re-establishing clear options, lowering the tone of voice to decrease tension and increase focus; acknowledging any emotion to show empathy but refocus "I know you are ... but I need you to..."; teacher to disengage and state that the matter will be taken up later then follow up with a discussion of behaviour at break; escalate by removing the pupil to another member of Staff or the SLT if available; issuing 'a blue' (completing a piece of written reflection at break) or issuing a detention.

Playground behaviour

Peer support for low level incidents or issues takes place by specially trained 'Badger's Buddies'.

Examples of inappropriate behaviour that requires an adult response include shouting angrily, playing fighting games, not listening or answering back, throwing or pushing on the climbing frame, hitting or kicking, using inappropriate language, name calling and taking possessions purposely without permission. Pupils will be asked to sit separately and sanctions might be utilised if appropriate.

Escalation of Discipline Problems

The standard procedure follows a set pattern:

Class Teacher – Staff discussions – SLT – Parents

If severely disruptive behaviour endangers pupils or staff, staff should send for a member of the SLT immediately. Regular issues will prompt a discussion about involving parents and the possibility of the pupil being moved onto a report to monitor behaviour.

- Behaviour Log

There are 3 levels of misbehaviour – minor, general and serious. With regard to medium level behaviour concerns, such as inappropriate playground behaviour, the Assistant Head Pastoral keeps a record of her discussions and interventions with pupils, parents and staff and shares this with relevant members of staff.

In the event of a serious incident, staff should record details and this information should be handed to the Headteacher as a record for the file of records of sanctions imposed upon pupils for serious misbehaviour (V4).



ABC

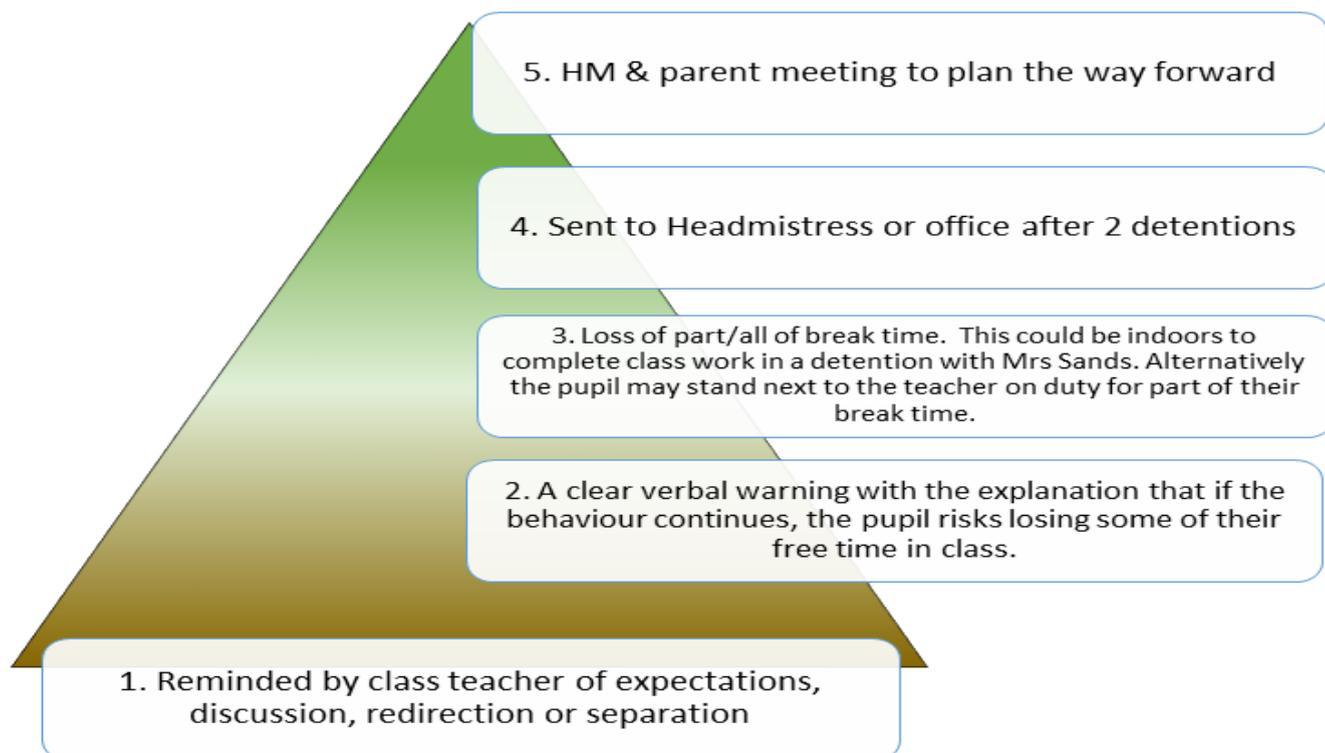
BEHAVIOUR LOG

DATE & TIME	PUPIL	TEACHER INITIALS	ANTECEDENTS	BEHAVIOUR	CONSEQUENCE	ANALYSIS
			<i>Background, previous concerns and circumstances, triggers, previous reminders, support, procedures, activities & resources</i>	<i>Main concern & account of behaviour. Pupils and staff involved.</i>	<i>Detailed outcome of the behaviour e.g. responses, reactions, interaction, sanction etc.</i>	<i>Changes to provision, strategies, procedures and support?</i>



POSITIVE BEHAVIOUR PYRAMID

SLT meeting- report/internal suspension



HERRIES PREPARATORY SCHOOL

Record of Sanctions or Serious Misbehaviour

Pupil Name:

Year:

Nature of Incident:

Parents Informed and their comments:

Sanction:

Any further information appropriate to the incident:

Detention

In order to improve personal responsibility for organisation, pupils may need to attend a break time 'detention'. Detentions will occur rarely but when they do, they will be supported by the following process:

- a) A thorough investigation into the circumstances
- b) Agreement with the form/class teacher wherever possible, or with the Assistant Head Pastoral.
- c) Clear justification clarified to parents if requested

Where a pupil may have a learning difference which affects organisational skills, other action may be taken to support the child. If a child is repeatedly placed in a series of detentions, an alternative approach will be found, as the sanction is clearly failing to produce the desired outcome- a positive change in behaviour.

EYFS & KS1

In EYFS and KS1, it is more likely that only the sanctions 1 or 2 described above will be necessary and might involve a meeting with parents. The named EYFS practitioner responsible for Behaviour Management is Mrs Katrina Sands who will coordinate and manage behaviour appropriately and will make it clear to pupils that their behaviour is not consistent with our Herries' Values.

Reporting System

If problems are persistent or recurring, parents will be involved and children may be placed on a daily or weekly report system to monitor their behaviour.

Major Breaches of Discipline

These include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, persistent use of foul/bad language, racial abuse, verbal abuse, refusal to engage and repeated disruptive behaviour in class and bullying (see school's anti bullying policy).

Knives and Offensive Weapons

The presence of weapons, or items which could potentially be offensive weapons not only create unacceptable risks of bullying or injury, but also create a climate that undermines the values of the School. The possession of weapons on the premises is forbidden. For the purpose of this policy a "weapon" is any type of replica gun, knives, including all variations of bladed objects i.e. Swiss army knives, pocket knives, craft knives, fireworks, matches, laser pens or other objects.

A pupil found to be in breach of this policy will face exclusion. Where, in the judgement of the staff, the circumstances are entirely innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When making a decision regarding exclusion, the Headteacher and staff involved with the incident will evaluate the seriousness of the incident and make an informed judgement regarding the nature and immediacy of the response required. If staff have been made aware that a weapon may be on school premises, they might decide to take action before investigations and meetings have taken place.

It might be appropriate for the Headteacher, or an authorised member of staff, to conduct a search of the pupil and possessions and in this case, a risk assessment will be completed to prevent a potentially dangerous situation. Any potential weapons should be confiscated, secured and passed immediately to the Headteacher until they can be taken away from school by the parent/carer.

Vandalism

The Herries' Values set out expectations for showing respect for the school building and school property. Deliberately defacing furniture and parts of the building goes against our values and is considered to be calculated destruction of school property. The misconduct itself is the evidence. Pupils are encouraged to not to be passive bystanders. A formal letter of apology will be written to the Headteacher and parents will be notified. In some cases it might be necessary to bill parents for deliberate damage and the costs of replacement.

Physical Intervention or Restraint

If there is a situation when a child physically attacks another child or adult, or if a situation arises that presents immediate danger of personal injury, and the child concerned, does not respond to requests to calm down or stop what he or she is doing, then physical restraint is necessary. See policy below.

Record of Physical Intervention

The child should be removed from the situation as soon as possible and taken to the Headteacher or another member of the Senior Leadership Team, who will take immediate action to involve parents. Any such occasion will be recorded in the Record of Physical Intervention Folder that is kept in the Head's Study. See policy below.

Exclusion Policy

Fixed term temporary or permanent exclusion would be considered for some instances of dangerous behaviour and/or bullying, also for repeated serious unacceptable behaviour. The incident/s must be fully investigated and a report brought before the Chair of Governors. Incidents for which exclusion would immediately be considered would be the use of, or bringing onto site of weapons etc. In making a decision about whether to exclude a pupil the Headteacher together with the Chair of Governors will consider:

- Age and health of the pupil
- Previous record at the school
- Parental or peer pressure
- Severity of the offence and likelihood of repetition
- Extent to which the incident affects other pupils
- Extent and significance of violation of our Herries' Values. Whether the pupil was part of a group
- Whether the child has SEND

If exclusion is being considered parents will be informed. Parents have the right to make representations and to appeal in accordance with the school's complaints procedure. Permanent exclusion will be a last resort. A record of sanctions for serious breaches of the behaviour policy is kept by the Headteacher.

HERRIES PREPARATORY SCHOOL
REASONABLE FORCE/ NO CONTACT/ POSITIVE
HANDLING
PHYSICAL RESTRAINT POLICY



This Policy is reviewed on an annual basis
September 2020 Rob Grosse
July 2020 FL
September 2019 Fiona Long

September 2018 Fiona Long
November 2017 Fiona Long
November 2016 Sophie Green

This policy should be read together with 9a - Policy for Positive Behaviour Management, 15a Exclusion Policy, 7a Child Protection and Safeguarding Policy and 7e Staff Code of Conduct. V4 Records of sanctions imposed upon pupils for serious misbehaviour are kept in a folder in the study.

Staff at Herries work positively and confidently with children and find a range of ways to support, empower and keep children safe. When a child is finding it difficult to control their behaviour and a situation is likely to escalate to physical behaviour, in the first instance, we rely on trusting relationships, understanding of ‘triggers’, problem solving, ways to defuse the situation and the use of distraction. There are different ways to approach the same situation. At Herries, we are more likely to find safe, creative and child-focused solutions than to intervene physically or to restrict a child’s liberty. Staff are expected to find the best of many solutions to deescalate a situation, which force or restraint a last resort. All action must be proportionate to the circumstances and each child’s rights must be respected.

Section 550A of the Education Act 1996 came into force on 1 September 1998 and applies to all schools. This section sought to clarify the powers of teachers, and other staff who have lawful control over pupils, to use reasonable force to prevent pupils committing a crime, causing injury or damage or causing disruptions DfEE Circular 10/98 provides guidance on the way in which the legislation should be interpreted in schools. ‘Behaviour and Discipline in Schools’ January 2018 sets out guidance regarding isolation and searching.

The 1996 Act (section 548-550) makes it clear that corporal punishment by way of sanction is forbidden. This does not however prevent the use of reasonable force against a pupil to prevent them from:

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility.
- Injuring themselves or others.
- Damaging property, including their own property.
- Behaving in a way, which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a pupil.

This provision applies when the teacher, or other authorised person, is on the school premises and when he/she has lawful control or charge of the pupil concerned elsewhere, for example on a field trip or some other authorised out of school activity.

The decision to restrain a child is down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

Isolation

On rare occasions, a pupil may find that time on their own is a positive intervention at times of distress, but these interventions are to be used sparingly and every situation must be managed sensitively.

Searching and force

Refer to Behaviour Policy. Force cannot be used to search for any banned or forbidden items.

Reasonable Force

There is no legal definition of 'reasonable force' but three criteria are established for guidance:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant it.
- The degree of force employed must be in proportion to the circumstances of the incident and in all cases the force should be kept to the minimum needed to achieve the desired result.
- Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will depend on the pupil's age, understanding, physical maturity and sex.

Guidance during an incident

Force should be used in all incidents as a method of last resort and if at all possible prior to intervention help from a colleague should be sought urgently. Other pupils should never be involved in restraint. Strategies and techniques that help calm and diffuse the situation should be used wherever possible. These include:

- Before intervening physically a teacher or member of staff should, wherever practical, tell the pupil who is misbehaving to stop and what will happen if he/she does not stop.
- The teacher should attempt to continue to communicate with the pupil during the incident and should make it clear that physical contact or restraint, if applied, will stop as soon as it ceases to be necessary.
- An assured, calm, and non-confrontational approach is helpful, however trying the circumstances. This can be conveyed by one's tone of voice and body language.
- Allow the pupil to 'save face'.

There are times when a teacher should not intervene in an incident without help, unless it is an absolute emergency. These might include when dealing with a physically larger pupil or a group of pupils or when the teacher believes he/she is at risk. In these circumstances, the teacher should:

- Remove other pupils at risk and summon help from a colleague, if possible the Head teacher.
- Continue to diffuse the situation orally and try to prevent it escalating until help arrives.

Physical Intervention

Can take a number of forms such as:

- Physically interposing between pupils.
- Standing in the way of a pupil.
- Holding, pushing and pulling.
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.
- In extreme cases, more restrictive holds may be used.

Restraint must NOT be:

- Holding around the neck or any other hold that might restrict breathing.
- Kicking, slapping, punching.
- Forcing limbs against joints (e.g. arm lock)
- Tripping or holding by the hair or ear
- Contact with sexually sensitive areas.
- Holding face down on the ground.

Recording Incidents

If the intervention does not include an element of force, it is not restraint and does not need to be recorded as such. It is essential that members of staff involved in incidents inform the head teacher orally immediately and complete a detailed report, as soon as possible after the event. The written report should include:

- The name(s) of the pupil(s) and the member of staff involved and when, and where, the incident took place.
- The names of other staff and pupils who witnessed the incident.
- The reason force was necessary.
- How the incident began and progressed, including details of the pupils behaviour what was said by those involved, the stops taken to defuse or calm the situation, the degree of force used, how that was applied and for how long.
- The pupil's response and the outcome of the incident.
- Details of any injuries suffered by the pupil, another pupil or any member of staff and of any damage to property.

Parents will be informed about the incident on the same day and will be able to meet with the Headteacher to discuss.

Staff may wish to seek advice from a colleague or from a representative of their professional body. They should keep a copy of the report.

Post-incident review

Very occasionally, emergencies might occur due to unforeseen circumstances that call for unplanned responses to prevent harm. In this case, there will be an immediate review with a risk assessment and a proactive plan setting out strategies and options, should the situation arise again. The rationale for the intervention, the experience of the child and staff involved, any restorative action and the impact of any action will be the focus of the post-incident review.



HERRIES SCHOOL USE OF RESTRAINT FORM

Name of Pupil(s) involved:	
Name of Staff Member(s) involved:	
When the incident took place:	
Name of witnesses (staff, pupils, others):	
Reason that the force was necessary:	
How the incident began and progressed:	
The Pupil(s) response and the outcome of the incident:	
Details of any injury suffered by the pupil, another pupil, member of staff:	
Details of any damage to property:	
Staff may find it helpful to seek advice from their professional association or a senior colleague when writing a report:	

Signed:

Print name: **Date:**