

# Speen Church of England School



## Behaviour Policy

**Issued: March 2023**

**Next Review: March 2024**

The governors and staff of Speen Church of England School wish to see all pupils *achieve their full potential* academically, emotionally, socially and spiritually. In '*understanding God's teaching for our lives*', (explored through our times of collective worship), our Christian values of care, courage, respect, honesty, and responsibility help us to grow as a family together. They also form and underpin the basis of how we behave towards others. By pursuing these values, we believe that not only will our individual lives bear fruit, but we will '*bring life to others*'.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and Discipline in Schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Section 175 of the Education Act 2002 [Education Act 2002](#) which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, [Education and Inspections Act 2006](#) which require schools to regulate pupils' behaviour and publish a behaviour for learning policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DFE guidance](#) explaining that maintained schools must publish their behaviour for learning policy online

## School Rules

Our school rules have been developed by pupils and staff, reflecting our values.

### Honesty

Everyone makes mistakes if we do we tell the truth about it.

### Courage

When someone does the wrong thing, we tell them we don't like it. If it continues, we tell a grown up.

### Respect

We are good listeners and respect what other people have to say. We have excellent manners and are always polite.

### Compassion

We look after each other if we are sad or hurt and always use kind hands, words and feet.

### Responsibility

We are proud of our school and look after the building and equipment. This includes taking responsibility for our own possessions.

### Family

In our Speen family, everyone works as a team and is included in our games and conversations.

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- A negative attitude to learning, support or towards adults and other children
- Refusal to complete work set
- Speaking inappropriately to others
- Not following reasonable instructions at the first time of asking

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Verbal or physical assault towards children or adults
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Bullying

Bullying can be defined as unwanted behaviour from a person or a group that makes someone feel uncomfortable, including feeling frightened (intimidated) or less respected (degraded) or upset (humiliated). Bullying may take many forms (e.g., obvious or subtle; a 'one-off' or sustained behaviour) and the perception of bullying can differ from person to person. However, some bullying may be better described as Harassment. Harassment is defined in the Equality Act 2010<sup>10</sup> as unwanted conduct related to a relevant protected characteristic ( age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation) that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Bullying or harassment can include:

Type of Bullying or Harassment	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> </ul> Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention,

**Commented [PO1]:** Whilst the definitions I have added here may be a little legalistic, they are in accordance with ACAS guidelines and the EA 2010.

	comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Specific details of our school’s approach to preventing and addressing bullying are set out in our antibullying strategy.

## Roles and responsibilities

### Governing Body

- The Pastoral Committee is responsible for reviewing and approving the written statement of behaviour principles (see appendix 1).
- The Pastoral Committee will also review this behaviour for learning policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

### Head Teacher

- The head teacher will implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.
- Promote good behaviour, self-discipline and respect.
- Support staff in the implementation of the policy.
- The headteacher will ensure that this behaviour for learning policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- The headteacher will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### Staff

- Ensure that the school rules and values are observed in their class, throughout the school, and on the playground.
- Have high expectations of each child in terms of behaviour within the classroom, around the school, during collective worship and assemblies, and strive to ensure all pupils learn to the best of their ability.
- Treat each child fairly and enforce the three rules consistently.
- Ensure that pupils complete assigned work.
- Build a supportive dialogue between the home and the school and inform parents if we have concerns about their child’s welfare, attitudes to learning or conduct.

### Pupils

The school will ensure that all children are aware of the behaviour expectations of the school and understand the reward and sanction system. Children will be invited to reflect on these behaviour expectations through school council and the pupil survey.

### Parental involvement

The school will endeavour to work with parents to support the behaviour of the children in school.

Parents can help by:

- Get to know the school’s behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school’s behaviour policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

## Rewards and sanctions

Speen School believes that all pupils respond best with positive praise and alongside this there also has to be sanctions in place if a pupil demonstrates a disregard to the school rules. When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

**Rewards:** Individual specific rewards include: -

- Verbal Recognition/Praise.
- Reception pupils are encouraged to move from the sun to the rainbow on the class chart each day and a pupil is selected to receive a rainbow gem.
- Weekly certificates are given to one child from each class to reflect a school value. These names are then placed on the value tree.
- Each child in Bramley class is allocated to a table group and can help their table achieve table points by demonstrating school values, excellent effort in work or being a good member of their team. The group that has the most points at the end of the week receives a gift to take home.
- Headteacher's Awards – Children are asked to visit the Headteacher when they have excelled at a piece of work. They will receive two stickers, one for their work and one to take home. The names of these children will appear in Monday reminders.

## Sanctions: (age appropriate)

The Home and School Agreement outlines the importance of implementing our School Values and working as a family together. Through a successful balance of rewards and sanctions, the aim is to maintain high standards of behaviour throughout the school. When poor behaviour by an individual, or small group, affects the smooth running of the School or the learning opportunity for children, staff may deem it necessary to use one or more of the following sanctions:

- A verbal reprimand reminding the pupil of the school rule they have chosen not to follow alongside an encouragement to pursue the school's values of respect, compassion, honesty, family, courage and responsibility.
- Sending the pupil to senior member of staff to discuss their behaviour choices.
- Expecting work to be completed at home, or at break or lunchtime.
- Time to reflect on choices, verbally for younger children and written reflections for older children,
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

## **Additional Support:**

As far as possible, all children with Special Educational Needs and/or Disabilities or identified as having significant behavioural difficulties will comply with these rules and normal sanctions will be applied where necessary. However, some children may need more specific support in order to understand the need for self-discipline. In such cases, an Individual Behaviour Plan will set achievable targets for acceptable behaviour and reasonable adjustments will be put in place to support these children and their families. These are read, reviewed and signed by parents and the class teacher. All staff involved with the child will read the Behaviour Plan, follow it and be updated with outcomes of reviews. The Headteacher may enlist the support of outside agencies, in consultation with the parents if this is perceived to support the child to meet School expectations.

## **PSHE**

At Speen we ensure that there is constructive whole school planning for PSHE. Using our Jigsaw Scheme of work, we teach the social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving criticism. We use social problem-solving structures such as circle time and agreed class rules to give a framework for good behaviour and resolving difficulties constructively. We teach emotional vocabulary so that children develop the language skills to help them recognise and understand their own and others' feelings.

## **Lunchtimes**

All children are expected to treat the Midday Supervisors with the same respect as the teaching staff. The Midday Supervisors will reward children for good playground behaviour such as tidying up, being kind and helpful and playing harmoniously, by verbal praise and/or stickers. They will also use sanctions for inappropriate behaviour.

All behaviours which warrant a reflection time will be discussed with the class teacher at the end of lunch time. It is important that the class teacher is informed in order to identify any patterns in behaviours.

## **Restraint and Reasonable Force: -**

In England and Wales, school staff have a power to use 'reasonable force' to prevent a pupil from:

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school
- causing personal injury to, or damage to the property of, any person (including themselves), or
- committing any offence

Staff should ensure that use of restraint is reasonable, proportionate and necessary. That it is used as a last resort, with no more force or duration than is required by the circumstances. Staff will follow the DfE Policy: 'Use of Reasonable Force' if a child at any time presents as being in immediate danger to either him/herself, any other child, or a member of staff. On these occasions restraint may be used to remove the child from the situation. 'Minimum force for maximum impact' will be used.

[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)

Where a pupil's behaviour is deteriorating and the use of restraint may be becoming a more regular incident, this will be discussed with the pupil's parent/s/carers so that they understand why it is needed so transparency is maintained. The use of restraint form in Appendix 3 is used by staff in situations which warrant it. The Pastoral Committee of governors monitor the use of restraint, analysing the frequency, gender and race with regards to any inequalities.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

**Well-being of Staff:**

The Governors in their duty of care towards staff, recognise that the negative behaviour of a pupil can impact a member of staff's sense of well-being and professional enjoyment of their work. All within the School will share their skills and expertise to ensure consistent support and strategies are employed. In this way any impact that a pupil's behaviour may be having on others will be reduced.



## Speen School Behaviour Principles

- Our aim is to create a school family where all feel safe, secure, respected, happy and valued.
- High standards of behaviour are fundamental to all children making the best possible progress in their learning and forming of positive relationships.
- Everyone makes mistakes. At Speen School we encourage forgiveness and reconciliation when a child's poor behaviour affects another child. We encourage our pupils to be courageous and honest and to take responsibility for any poor choices they may have made.
- Speen Church of England School is an inclusive school. We wish all members of the school community to be free from discrimination of any kind (as set out in the Equality Act, 2010). Please also see our Antbullying Policy that is applied as relevant to different situations.
- As part of maintaining high standards of behaviour, we view as essential, a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. These sanctions and rewards should be known and understood by all staff and pupils and consistently applied.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with Staff.

## APPENDIX 2

### Behaviour Levels

#### LEVEL ONE

##### Behaviour might include:-

- Calling out repeatedly
- Making silly noises
- Refusal to take part in a learning activity
- Disturbing other children whilst they are working
- Rough play
- Not following/listening to the adults' instructions
- Interrupting/talking over an adult
- Lack of care/effort when completing an activity
- Not being in the right place at the right time

##### Possible strategies

- Intervene early
- Offer reassurance
- Clearly, using simple instructions, explain what is happening and what will happen next
- Communicate "you talk and I will listen"
- Use appropriate humour
- Display calm body language (not standing face on but slightly to the side)
- Talk low and slow and quiet
- Divert and distract by bringing in a new topic/activity/conversation
- Assess the situation

##### Sanctions:-

- Verbal warning
- Identify the Golden Rule not being met
- "Thinking Time" in class or on the playground, 5 Minutes with staff
- Repetition of task in own time
- Verbal apology to victim
- If a child gets 3 Level Ones in a day they will lose time from playtime

#### LEVEL TWO

##### Behaviour might include:-

- Repeated behaviour from Level One
- Hitting, spitting, kicking, biting another person
- Consistent unkindness/speaking rudely to another child
- Answering back/speaking rudely to an adult
- Deliberately ignoring adult's instructions
- Goading/winding others up
- Behaving in a dangerous way that could cause harm to others, deliberately or otherwise
- Poor listening
- Lying to cover up
- Showing defiance

##### Possible strategies:-

- Continue using Level One strategies
- State clearly the behaviour you want to see
- Use distraction to refocus on something positive
- Set clear limits to the behaviour
- Offer clear choices but they need to meet your desired result
- Make sure the other children are safe/remove audience
- Make the environment safe and seek help

##### Sanctions:-

- Loss of some self-chosen activity time (EYFS)
- Written apology to victim
- Being sent to another class to work
- Loss of playtime/lunchtime play
- Notification sent to parents if behaviour is repeated 3 times or more
- If a child gets 3 Level Twos in a half term they will lose special times e.g. sporting events, after-school clubs and/or school trips.

#### LEVEL THREE

##### Behaviour might include:-

- Repeated level 2 behaviour within same week
- Physical/threatening aggression
- Severely disrupting lessons
- Bullying/swearing to insult/fighting
- Disrespecting adults
- Racism
- Kicking/throwing objects
- Moving towards danger

##### Possible Strategies:-

- Move furniture/objects to make environment safer
- Remove other children (if necessary)
- Ensure face, body and voice are calm (voice firm but low, stance is side-wards)
- Communicate with staff around giving clear instructions, move the children/furniture etc.
- If restraint needed, preferable to call a member of staff who has received Step On training. Ask this member of staff if they need help such as furniture moving, doors opened. Please note time and be a witness.
- Support from outside agencies.

##### Sanctions:-

- Parents called in for meeting
- Internal exclusion from lunchtime
- Internal exclusion from classroom
- Behaviour Plan compiled
- Exclusion from special treats such as trips and visitors

#### LEVEL FOUR

This behaviour is considered to be extremely serious and will lead to an internal exclusion with a possibility of leading to an external exclusion. Restraint will more than likely have been carried out with this behaviour and the safety of the children and staff taken into account.

**Sanctions:-**Parents will be contacted immediately and exclusions will follow the County Guidelines.

## USE OF PHYSICAL RESTRAINT WITH A PUPIL: INCIDENT RECORD

<b>Name of Pupil:</b>		<b>Date:</b>	
<b>Gender:</b>		<b>Race:</b>	
<b>Name of staff member:</b>		<b>Year Group:</b>	
<b>Time and location of incident:</b>			
<b>Details of other pupils involved (directly or as witnesses)</b>			
<b>Account of incident, including attempts to de-escalate and warnings given that physical restraint might be used (to keep them safe) if child ignored instructions</b>			
<b>Reasons for using restraint and description of physical contact used</b>			
<b>Any adverse impact on the child</b>			
<b>injury suffered by staff or pupils and any first aid and/or medical attention required</b>			
<b>Follow up sanction for pupil:</b>			
<b>When and how those with parental responsibility were informed about the incident and any views they have expressed:</b>			
<b>Report Compiled by:</b>	<b>Report countersigned by Headteacher if not directly involved:</b>		
<b>Name and role:</b>	<b>Name and role:</b>		
<b>Signature:</b>	<b>Signature:</b>		
<b>Date:</b>	<b>Date:</b>		

## Example Positive Behaviour Management Plan

Name:	DOB:	Date:	Version of plan:	Review Date:
<b>Brief description of presenting difficult/dangerous behaviours:</b> <ul style="list-style-type: none"> <li>• <i>Joe becomes frustrated when other children have the toys he wants to play with – he often grabs/snatches these or will sometimes bite or scratch.</i></li> <li>• <i>Joe sometimes displays defiant behaviours and runs away from adults when they are giving him an instruction.</i></li> <li>• <i>These behaviours are more frequent if Joe arrives tired or anxious.</i></li> </ul>		<b>Positive behaviour(s) we wish to see / have:</b> <ul style="list-style-type: none"> <li>• <i>Joe able to share toys with other children</i></li> <li>• <i>Joe responding calmly if other children try to take his toys or share with him</i></li> <li>• <i>Joe able to listen calmly to adults, particularly when an instruction is being given</i></li> <li>• <i>Joe able to self-regulate when he feels tired / anxious</i></li> </ul>		
<b>Differentiated measures to promote / support positive behaviours:</b> <p><i>Joe will be sat near the door so he can exit or be supported to exit to his safe space</i></p> <p><i>Joe will have 1:1 support (Mrs Smith) but all adults must also be active in supporting him to help develop his independence and lessen dependency on one adult.</i></p> <p><i>If Joe arrives tired or anxious offer a favourite teddy or toy.</i></p> <p><i>Joe will have a box of 'special toys' which he has chosen himself (agreed limited number). He especially like cars which help to calm him when he plays with them.</i></p> <p><i>Joe will have a visual timetable and a 'Now and Next' board.</i></p> <p><i>Joe will have a safe space to go to. This is to be called 'Joe's Pit Stop'.</i></p> <p><i>Joe has a 'Social Story' called 'When My Engine Revs Too Fast' ... about how to calm when he is angry, likened to a car whose engine is racing too fast, it needs to slow down and have a Pit Stop</i></p>				

<p><b>POSITIVE behaviours you will see:</b></p> <p><i>Joe playing safely alongside/with other children.</i></p> <p><i>Joe sharing toys.</i></p> <p><i>Joe following adult instructions.</i></p>	<p><b>What you will say and do:</b></p> <p><i>SCRIPT: 'Nice playing with... Joe'.</i></p> <p><i>SCRIPT: 'Good sharing with ... Joe'.</i></p> <p><i>SCRIPT: 'Good listening Joe'.</i></p>
<p><b>DIFFICULT behaviours you will see:</b></p> <p><i>Joe will constantly ask 'but why' whilst frowning.</i></p> <p><i>Joe will start to moan and will pace the floor.</i></p> <p><i>Joe will drop to the floor and start to cry</i></p>	<p><b>What you will say and do:</b></p> <p><i>SCRIPT: 'First we will.... And then we will.....' Use Now and Next' picture board.</i></p> <p><i>SCRIPT: 'Oh, dear, what's happened'. 'I can help'. 'Let's....'</i></p> <p><i>SCRIPT: 'Use your words'. 'I can help'.</i></p>
<p><b>DANGEROUS behaviours you will see:</b></p> <p><i>Joe will hit, hair pull, scratch children and adults.</i></p> <p><i>Joe will bite himself and others.</i></p> <p><i>Joe will run away.</i></p>	<p><b>What you will say and do:</b></p> <p><i>SCRIPT: 'Kind hands'. 'Use your words'.</i></p> <p><i>SCRIPT: 'Bite your chewy'. 'Here's your chewy'. 'I can help'.</i></p> <p><i>SCRIPT: 'We can run together'. 'You can run, it is safe to run'. Use open mittens to guide and escort Joe to his Pit Stop or outside.</i></p>
<p><b>Post incident recovery and debrief measures</b></p> <p><i>Joe has a 'Social Story' that can be read to him once he has calmed. This reminds him how he can calm himself. Joe will be talked through the class 'Thinking Book' to remind him of the impact of his behaviour on others and to support him to develop pro-social behaviours.</i></p>	

Signature of class teacher..... Date .....

Signature of parent / carer..... Date .....

Signature of young person (if appropriate).....Date.....

Appendix 5

**Positive de-escalation script**

- **Oh dear (name)...**  
**What happened?**  
*Ensure on child's level, give eye contact & space, don't pre-judge*
- **Try and use your words**
- **Let's go over here and chat about it...**  
*Create calm, showing you are here to help*
- **What can you do to make things right?**  
*What could you do differently next time?*

**Positive phrases in class**

**I can see that you are feeling...**

(say how they're feeling)

**Positive suggestion of support**

Would you like me to help you with the writing?

**Limited choice** (of two)

Would you like to start with the picture or the writing?

You can either stay there or sit here with ....

**Encouragement to right choice** (use please or thank you)

Thank you for sitting on the chair nicely

**Gentle but firm reminder**

You need to finish your writing by playtime

**Consequence of wrong choice**

If it is not finished by breaktime, you will need to stay in to finish it