

Bayards Hill Primary School Behaviour for Learning Policy

This policy should be read in conjunction with the Teaching and Learning, Special Educational Needs, Safeguarding and Anti-Bullying policy. The policy also acknowledges our legal duties under the Equality Act 2010.

Our Vision at Bayards Hill Primary School

We believe in creating an ethos in which children can learn and develop as individuals. It is important that behaviour is managed so that this aim can be achieved through the following ways:

- The creation of a safe environment
- Clarification of expectations, roles, rights and responsibilities for staff and pupils
- The implementation of effective strategies, practices and relationships which emphasise consistency and fairness
- Raising pupils self-esteem
- Encouraging self-discipline and self-responsibility

We have worked closely with the children and staff to create a set of core values and rules which underpin our expectations of pupil behaviour within the school.

The rights implicit in these are as follows:

Rights of pupils

- To be able to learn to the best of their ability without disruption
- To be treated with consideration and respect
- To be listened to by adults in the school
- To know what is expected of them
- To feel safe
- To be treated fairly

Rights of Staff

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruptions
- To feel safe in their working environment

The Rights of Parents

- To be sure their children are treated fairly and with respect
- To know their children are safe
- To be able to raise concerns with staff and to be informed when there are difficulties with behaviour

Responsibilities

We believe that everyone in the school needs to take responsibility for protecting these rights. In addition to this, it is the responsibility of every adult working in our school to model and encourage children to:

- be polite and courteous e.g. say please and thank you
- use appropriate greetings at different times of the day

Bayards Hill Primary School Behaviour for Learning Policy

- show good sitting and listening
- open the door for someone passing through
- to respond appropriately when they do not hear or understand a question or instruction
- know acceptable/unacceptable behaviour within school/class and the impact of both in line with rewards and sanctions hierarchy
- Recognise and notice when children are getting it right

Bayards Hill Core Values

1. We all have different skills to offer - Know Yourself
2. We all respect each other - Understand Others
3. We are all a team - Work Together
4. We can all achieve - Aim High
5. We are all global citizens - Think Big

Alongside these values we have three clear rules that underpin all expectations of pupils.

Bayards Hill Rules

1. We arrive on time, ready to learn.
2. We try our best, when things are hard, we work together.
3. We respect each other, our equipment and our environment.

These rules are key to our school ethos of inclusion, respect and ambition.

The approach to developing Social Emotional and Behavioural skills at Bayards Hill is underpinned by specific beliefs:

- Behaviour is regarded as a product of context and situation. This will include home, school, community and all human interactions
- Behaviour in school is indivisible from the teaching and learning experience which is why all Bayards Hill staff recognise and consciously model the desirable behaviour and skills everywhere in school
- Pupils, Teachers and other staff all need to learn new skills and have access to developing those skills. Therefore, all staff will receive a rolling programme approach to training to support children with challenging behaviour. This includes verbal and non-verbal strategies and Restorative responses
- Building positive relationships with children who find appropriate behaviour challenging is a keystone in the support of these children. Therefore, all staff will receive training/support to develop these relationships, this will include internal training organised by the Assistant Head for Teaching & Learning, or by the Assistant Head for Inclusion or external training through the Family Links programme (<https://www.familylinks.org.uk/>)

Bayards Hill Primary School Behaviour for Learning Policy

Lunch time Arrangements

To achieve a consistent approach, lunchtime staff have received training on strategies to deal with challenging behaviours. Members of lunchtime Staff and Teaching Assistants supervise the children during lunchtime to ensure that continuity of support is provided. Lunchtime staff can use smileys, their own stickers and certificates (recognised in Celebration Assembly)

Indoor Club

There is indoor club provision for pupils who find outdoor play difficult. Indoor club is used as both a short and long term intervention. Pupils who attend indoor club are supported during their time inside so that when they return to the playground they have the skills to be successful outside.

There is a clear programme of rewards and sanctions at Bayards Hill Primary School.

Rewards

Giving rewards and verbal praise to children enforces and encourages positive behaviour and builds a strong feeling of value and self-worth. We recognise that pupils deserve praise for good citizenship, producing work to a high standard and for persistent effort.

Rewards at Bayards Hill Primary School	
Individual	<ul style="list-style-type: none"> • Individual smiley card – postcard for 25 smileys, entrance to the Fab 50 when completed. • Star Worker and Role Model award each Friday in Celebration Assembly • Well-done stickers / stamps by class teachers • Opportunity to show good work to other classes, teachers and SLT • Prefect position for year 6's who show an exceptional attitude towards peer support and demonstrate the values of Bayards Hill. • Individual name card on the class Golden Time ladder. • Phone call, text emails, postcards home to parents for praise.
Class	<ul style="list-style-type: none"> • Lunchtime award – extra playtime for the winning class. • If the whole class have earned 30 minutes Golden Time, this will be doubled to 1 hour. • Each class teacher will include individual class systems such as prize boxes, reward trips, marble in jars, class dojo points or table points.
Whole School	<ul style="list-style-type: none"> • Non-school uniform day each term for the College with the most Smileys. • Fab 50 event each term. • Friday Golden Time each week.

School Colleges

The school has four colleges, Morpurgo, Wilson, Blackman and Rosen, named after leading 21st century authors.

Bayards Hill Primary School Behaviour for Learning Policy

Each child within the school is assigned a college; these are used for sporting and academic competitions, with each college competing to win the end of term trophy. The school ensures that there are mixtures of awards, allowing learners of all ages to have a chance to shine.

Bayards Hill Primary School Smiley System

When a member of staff notices a pupil modelling our core values, a 'smiley' sticker will be awarded.

Smileys are collected on each pupil's individual chart. The target for each pupil is to have gained 50 smileys per term. At the end of each term, those pupils who have filled their chart will be entered into the Fabulous 50 club, this guarantees their place in the end of term reward.

At the end of each term after the Fabulous 50 day, all charts are to be taken home, even if they are not completed, they are still a sign of how hard pupils have worked, and parents and children should be proud of all the smileys earned. All pupils start a fresh chart each term. If a child completes their chart before the end of term they should be given a new one which should be stapled on top of the old one.

Smileys cards come in four colours, pupil's cards will match the colour of their College. At the end of each term, the smileys will be counted for each college. The college that has the most collective smileys will be allowed a non-school uniform day as a reward for all their hard work.

Smileys are only awarded in singular. Each smiley on its own is special.

Examples of how you can earn smileys.

1. Being an exemplary role model of the school rules.
2. Being an exemplary role model of the school values.
3. Good citizenship – picking up rubbish, helping others, holding doors open, remembering to say please and thank you.
4. Persevering with challenging work.
5. Producing work to a very high standard.

Sanctions

There are some children who do from time to time display negative or inappropriate behaviour. For these children the adult will apply the hierarchy of sanctions, in accordance with the behaviour support chart and guidance. Professional discretion and judgements will need to be made to determine the type and level of support before each 'warning' is given.

Bayards Hill Primary School Behaviour for Learning Policy

Behaviour Ladder

<p>These steps are mainly for low to medium behaviours.</p> <p>More serious behaviour may result in the pupil starting at step 6</p>	Step 1	Warning - Pupils will be reminded which rule they are not following
	Step 2	Loss of Golden Time – Name to be moved down the Golden Time Ladder
	Step 3	When a pupils name has been moved to 0 minutes Golden Time, and they have not earned this back through good behaviour, this will lead to a loss of break-time – The pupil is to attend Reflection Time in the hall
	Step 4	Time out in partner class
	Step 5	Win-Win conversation with Phase Leader
	Step 6	Lunch and Break exclusion
	Step 7	SLT internal AM/PM or a week of lunchtime exclusions
	Step 8	Possible Fixed Term Exclusion

It should be ensured that the child understands why these sanctions are being used.

Guidance for behaviour chart

This chart can be used by all staff to support the clarity of Bayards’s behaviour policy, regarding the hierarchy of sanctions. It is important from the children’s point of view that we are seen to be consistent in our approach to sanctioning.

- This chart should be utilised only when behaviour for learning strategies, consistent with our Teaching and Learning Policy, have been implemented and embedded. These might include (but are not limited to)
 - Class seating plan, sensitive to the needs of all learners.
 - Individual reward charts,

Bayards Hill Primary School Behaviour for Learning Policy

- Classroom time out area,
 - Conversations with parents and the pupil,
 - Opportunity for a 'fresh start' each day, week or term
 - 'Win Win' strategies,
 - Additional responsibilities / recognition of individuals strengths
 - Classroom or playground buddy
 - Strategies advised by SLT or external professionals.
- Time out space should be a place of sanction and reflection. It is a pre-arranged space/place within your class shared area, with rules attached which shows the children you are in control. Ideally this space should not be used as a sanction but as a tool to stop a sanction. Time out is described in this way in Government guidance as self-management to avoid being excluded, especially to avoid "withdrawal", which is when staff physically intervene to "escort" a pupil out of class. Children ideally use a signal or card as a self –management tool to calm down safely.
 - Breaktime reflection should be for the full 15 minutes. If your children just need to finish some work but you don't want them to miss the entire 15 minutes of break, please let them finish in your own class.
 - Point to the chart as you give a warning to the child to show them exactly where they are visually, refer to the specific school rule that is not being followed.
 - Differentiated behaviour targets and expectations are a good way to ensure children have targets they can reach and feel a success. For example, break up learning/carpet time into smaller chunks for children who are unable to show good sitting and listening for long. The time can be extended if necessary as time progresses.
 - Use circle times PSHE to ensure other children understand the reasons for differentiated behaviour targets/expectations, and how this can support their own learning/welfare in the classroom.

Remember, don't feel guilty or a failure when you have a challenging day with the children's behaviour.

You are not responsible for how children choose to behave in your class. You are only responsible for how you respond to support their behaviour choices.

The Amber and Red Card system

In the event of extreme and unsafe behaviour towards other children or adults in school, the Headteacher, Deputy Headteacher or other member of the Senior Management Team or Leadership Team, should be sent for using an "amber" or "red card". All members of staff have both cards on their class clipboards.

Amber Card:

Some children have outbursts of inappropriate behaviour that are often resolved almost as soon as the begin. Often the presence of a senior leader can make their behaviour worse not better. In these events

Bayards Hill Primary School Behaviour for Learning Policy

use an amber card. A senior leader will know that something is happening in your classroom and will come to support within 10 minutes. If the situation is resolved they will speak with the child calmly.

Use the Red card if a child's behaviour becomes immediately unsafe and you need help straight away. The card should be sent to: the Headteacher's/deputy head's office, if either are unavailable, it should be taken to another member of the senior leadership team. As far as possible send a child with the amber or red card so that all available adults are around to support the children.

Please explain the use of the red card to the children at the beginning of the school year so that they know what to do if it needs to be used.

Exclusions

The ultimate sanction is exclusion, whether fixed term or permanent. At Bayards Hill we believe that education is about inclusion and we therefore aim to solve all problems before reaching this stage. However, we interpret inclusion as the children's right to learn and the teacher's right to teach in a safe environment.

If these areas are severely challenged by one individual then that child will be excluded from school. There are two routes to exclusion:

- persistent inappropriate behaviour which has not responded to the use of Rewards and Sanctions, seeking outside advice or the setting up of an Individual Behaviour Plan (see below)
- an act(s) of violence/aggression that the Headteacher and Governors feel threatens inclusion or health and safety

The school follows comprehensive Statutory Guidance from the Department for Education exclusion. A copy of the guidance can be found by following this link.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Other agencies and Supporting "Hard to Reach" Pupils or Pupils at risk of Exclusion

In some cases we may need to contact outside agencies such as the Educational Psychologist, C.A.M.H.S, MASH, Behavioural Support Team or other external sources to advise us how to manage certain behavioural difficulties. We need to work closely with parents in this situation and greatly value their support.

Children in danger of exclusion may have a Personalised Support Plan (PSP). This may include regular reporting to SLT, indoor club provision or a part time timetable. The aim of a PSP is to provide a programme of support to help the children behave appropriately. Learning mentors also work with children who are experiencing emotional difficulties that affect their behaviour.

Bayards School works hard to support all pupils and fully engage them in the curriculum. If any pupil is failing to access the curriculum, a range of strategies are considered. As detailed above, these may include the involvement of other professionals, and would certainly include full consultation with parents.

Bayards Hill Primary School Behaviour for Learning Policy

When pupils are at risk of exclusion a PSP is set up. This involves the school, the parent and any other parties involved with the pupil (including, if appropriate, the pupil themselves). This group meet regularly to review progress, and design a small steps programme of support for the individual. These pupils will also be monitored on the SLT 'at risk register' and discussed at fortnightly SLT meetings to ensure that all leaders are aware and collectively informed of current updates or changes to the support package for each child.

Where a child's behaviour puts them or other children/adult at risk of injury, a Behaviour Risk Assessment and Positive Handling Plan (1 document) should be completed to clarify and show agreed structures and support systems in place which are most likely to minimise risk to any individual. These forms should be shared with parents and signed by teachers, support staff and parents. They should be photocopied and filed within the appropriate files and updated as often as necessary, at least once a term.

On occasions some children will need to be restrained. This restraint will only be used in extreme circumstances where a child has to be restrained in order to be prevented from harming either themselves or another pupil/member of staff. **Positive handling should be undertaken as a very last resort and only where there is a real risk of injury to self or others.**

Any child at risk of needing *positive* handling must have had a Behaviour Risk Assessment and Positive Handling Plan form completed, in accordance to the guidance given.

Anti-bullying

Please refer to the schools Anti-bullying policy.

With all these systems in place, we believe that Bayards Primary School offers an inclusive education with equal opportunities for all adults and children.

Malicious allegations against school staff

Malicious allegations against staff are seen as a breach of the behaviour policy and will result in sanctions equivalent or above step 6 on the school behaviour ladder.

Unfounded or malicious allegations may also be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

Pupils' conduct outside the school gates

For specific guidance on bullying incidents outside of school, please refer to the schools anti-bullying policy.

Unless specifically stated it should be presumed that this policy applies to pupils inside the school grounds during normal school hours, or when a pupil is taking part in any school-organised or school-related activity.

However if incidents of misbehaviour outside of school are witnessed by a member of school staff or reported to the school, Bayards Hill reserves the right to apply this behaviour policy to all pupils in the following circumstances;

- travelling to and from school

Bayards Hill Primary School Behaviour for Learning Policy

- wearing school uniform or in some way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply that;

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In these circumstances the behaviour should be reported to the Headteacher or Deputy Head who will investigate the reported incident and if appropriate apply the relevant sanctions, in line with the school behaviour ladder and policy.

Use of Physical Interventions by staff in school

This part of the policy links with the school's overall pupil behaviour and discipline policy and includes guidance for staff that hitherto has been provided for individual pupils. The value of one policy covering all matters is that parents can see what interventions will be used and the circumstances in which they will be used.

When using physical intervention staff should believe that immediate action is necessary to prevent:

- a pupil from significantly injuring himself or others
- serious damage to property
- a serious breach of school good order and discipline
- a criminal offence (eg having or using, a weapon or being in possession of drugs) eg search (see end)

Minimising the need to use physical intervention

Staff should take steps to avoid the need for a restrictive physical intervention, e.g.

- through dialogue and diversion,
- allowing space, talking,
- listening and humouring,
- cajoling and reasoning,
- diversion and distraction,
- stating clearly "stop!"
- moving others away or out of the room.

Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage should be used.

- Every effort should be made to secure the presence of other staff before using a physical intervention. These staff can act as assistants and witnesses and monitor well-being/emotions.
- As soon as it is safe, intervention should be gradually relaxed to allow the pupil to regain self-control. Intervention should take place calmly but firmly. A place to go which is calm should be known to all staff, with appropriate seating.
- Restraint should be an act of care and control, not punishment

Bayards Hill Primary School Behaviour for Learning Policy

- Physical restraint should never be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Social and emotional approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the schools Personal, Social, and Health Education teaching.
- If it is unsafe or impractical for the adult to intervene physically, the staff member must take action in another way, eg sending a child with a message; saying names loudly and “stop”, moving things away to prevent them from being used as weapons; moving other children away.
- Where a pupil may require physical handling that pupil should already have a plan in place notifying staff that specific interventions may be necessary. Parents/carers will have been involved in the creation of this plan.
- Pupils who do not have plans will have one drawn up following an incident. (This is a legal obligation)
- Procedures and interventions will be reviewed (and changed) every term at least.
- Interventions must be age appropriate and will change and minimize over the life of a plan.

Staff authorised to use force

Any adult working with children in this school or on an official trip where they have responsibility for the children’s safety must intervene to keep a child or children safe. They must use their best judgment to determine what this intervention should be, and whether it needs to be physical. This judgement should be informed by the previous statements regarding the requirements for when to use physical intervention, strategies for minimising the use of physical intervention and only ever using minimum force necessary.

In any incidence where restraint or physical intervention is used the incident must be immediately reported to the Deputy Head or Headteacher so that it can be correctly recorded. Where an individual behaviour plan contains clear guidance on any contact for control, this will also include details of who should be informed and the timescales and procedures for this.

This policy is evidence of the use of temporary or permanent authorization to use force to restrain a pupil.

Operational procedural points relating to the use of physical restraint

- The age and social competence of the child should be taken into consideration when deciding what kind of intervention is necessary. Staff therefore need to know and be prepared to use a hierarchy of responses and techniques, rather than relying on a one size fits all approach.
- Holds should only be carried out by suitably trained adults, as it is frightening for a child to be held by somebody who is inflicting pain through ignorance (or being instructed in situ) and this can lead to serious injury for the child and adults concerned. Inflicting pain is illegal (see above) and will usually escalate the situation.
- All senior members of staff or Learning Mentors who are Team Teach trained and whose certification is current, are authorised to use a *proportionately* restrictive physical intervention where they have ascertained that to do so is *reasonable, necessary and in the best interests of the child* concerned. The key question in this instance is, ‘What would make this child safe?’

Bayards Hill Primary School Behaviour for Learning Policy

- It is important to use only the minimum force necessary to achieve the desired result. Restraint is carried out as an act of care and to make the child feel safe, whilst restricting their mobility and choices. Relax and disengage as soon as safe.
- Attending staff if not leading must monitor the child's breathing, circulation and well-being throughout and comment on this for the incident report.* see Reporting and recording, below.
- Using an attending member of staff to 'change face' helps to calm the child and is always preferable to one adult 'seeing a situation through to the end'. It also helps in recovering the lead staff's working relationship with the child, afterwards.
- A discussion with the child about what happened and why the intervention was necessary will be carried out some time after they have calmed down from the whole incident. Restraining and attending staff will concentrate on helping the child to calm down and be very quiet and soothing in their presence.
- No child will ever be left 'to calm down' in a space where they cannot be seen by a member of staff. Children in any stage of an incident involving restraint must be monitored and seen at all times.
- If the child can return (escorted) to class and be reintegrated quietly, this is preferable to spending hours reliving the incident.
- A Restorative and reflective conversation with a key qualified staff member will help the child if it is held later in the day after some normality has been resumed. The child's POV is very important and so is the learning about what happened and what they can take forward, especially as we are trying to reduce the necessity for restrained, physical interventions.
- This meeting ideally will include the lead staff member coming in after a time to hear what the child has decided to say to them and rebuild their relationship.
- A sanction may be discussed but does not automatically happen following a restraint. If the child can think of a way of 'making this better', that is much more effective. Anything they could think of around improving the relationships (including their own responses) would be excellent, as that is the learning area.

Reporting, recording and subsequent meetings with staff and parents/carers.

The school does not have to report the use of contact for control. The school must always report the use of a restrictive physical intervention for the purpose of restraint. Our reporting and recording procedures are governed by our legal obligations and additionally, by best practice guidelines from the DFE, Team Teach and the British Institute of Learning Disabilities (BILD).

After the incident – Staff issues and reporting on to other agencies.

The lead staff member will be supported by help to talk through the incident on the day, the report will be completed by the lead member of staff.

The HT will collect statements from attending staff to add to the report and include any comments from the child concerned. A copy of the child's Plan, any other supporting documentation and this Policy will be appended to the report.

The report will be copied to parents/carers and may be referred to school Governors if they have expressed this preference as part of their own advisory/supervisory role.

The report will be flagged and if necessary copied to agencies directly working with the child concerned.

Bayards Hill Primary School Behaviour for Learning Policy

Where it is clear that member(s) of staff need further advice, support, guidance or training, the HT will take immediate steps to see that this is provided.

Staff meetings should have input about best ways of following school policy. They will *not* focus on individual cases. *Under no circumstances* should the decisions made by an individual member of staff be second-guessed in such a forum. (see: GTC, NUT, NAS/UWT...)