


RISE PARK PRIMARY AND NURSERY SCHOOL



Behaviour Policy

September 2023

Signed by Chair of Committee	
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BEHAVIOUR POLICY

Every Child Matters

At Rise Park Primary and Nursery School our aim is for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all our work.

The outcomes are mutually reinforcing. Children learn and thrive when they are healthy, safe and engaged; and the evidence shows clearly that educational achievement is the most effective route out of poverty.

Keeping the outcomes in mind at all times helps us all to focus on what they mean in practice and how progress towards them will be measured.

1 Aims and Expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of rights and responsibilities, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way. See our anti-bullying policy for further information. We are committed to inclusion and ensuring equal treatment of all our pupils. Our behaviour approach aims to praise and encourage, treating children fairly and responding to children as individuals. We have high expectations of all our pupils both academically and behaviourally.

We seek to act quickly and deal efficiently with unacceptable behaviour whilst also considering potential behavioural triggers to be able to support the child with their behavioural choices moving forward.

We recognise that for children with SEN, certain behaviours could be a sign that they are Overwhelmed or that their behaviour is communicating that there is a problem. We strive to work alongside children to support their emotional wellbeing and offer group or individual nurture support for specific needs.

Children with additional needs may have separate behaviour systems in place and this will be decided through consultation with the Headteacher and Inclusion Lead.

- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and enhances learning. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

- 2.1 We believe that positive reinforcement of good behaviour is the most effective way of encouraging that behaviour. We therefore reward children for behaving appropriately. We work hard to provide a consistent approach. These whole school strategies include:
 - Sticker and stampers.
 - Star of the Week presented to a child in each KS1 and KS2 class in weekly Celebration Assembly and to EYFS2.
 - Star of the Day in EYFS1.
 - Class pets presented to a child in each KS1 class in weekly celebration assemblies.
 - Behaviour Certificates in KS1 and KS2 presented for 50 stamps – Bronze 100 stamps – Silver and 150 stamps – Gold.
 - Behaviour Certificates in EYFS presented for achieving 10 petals.
 - Whole class jigsaws throughout school.
 - Weekly Golden Time throughout school.
 - Each teacher will have their own additional positive behaviour systems such as table points or notes home.
- 2.2 The school employs a number of sanctions to enforce the children's rights and responsibilities, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All children have the right to learn in a calm, stimulating and challenging classroom environment. The children have the responsibility to listen, take part in and try their best in lessons. When this doesn't occur the following consequences are used:
 - Verbal warning.
 - Name on the unhappy side of the board.
 - Cross next to your name- at this stage name is recorded in the class behaviour book.
 - Go to time out zone in the classroom or playground.
 - Go to time out in 'Paired class'

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Our behaviour booklet is attached to the back of this policy.

- 2.3 Every class teacher discusses their rights and responsibilities with their class, also covering PSHE activities

In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during 'circle time' or class discussions.

- 2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see our Anti-Bullying Policy for more information.
- 2.5 A peer mediator system is used, which involves older children supporting other children at playtimes, as appropriate.

3 Use of reasonable force

- 3.1 Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Department for Education 'Use of reasonable force'; Advice for headteachers, staff and governing bodies July 2013;

3.2 Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders support staff when they use this power.

3.3 What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, we would only use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. Staff always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

3.4 Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at our school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3.5 When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In our school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

3.6 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

3.7 We do not:

- use force as a punishment

3.8 Telling parents when force has been used on their child

- We always speak to parents about serious incidents involving the use of force and consider how best to record such serious incidents. In deciding what is a serious incident, teachers use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age.

3.9 Staff training

- Individual staff have been trained in the use of de-escalation techniques and positive handling, in line with L.A. guidance.

The Role of the Class Teacher

- 4.1 It is the responsibility of the class teacher to ensure that the children's rights and responsibilities are evident, and that their class behaves in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 4.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from members of the SLT.
- 4.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service/MALT targeted services/BEMHS/CAMHS.
- 4.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The Role of the Headteacher

- 5.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6 The Role of Parents

- 6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The Role of Governors

- 7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 7.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.2 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 8.3 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.4 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 8.5 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

9 Monitoring

- 9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 We keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book.
- 9.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

- 10.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.