



STANLEY BURNSIDE PRIMARY SCHOOL

BEHAVIOUR POLICY

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POLICY STATEMENT FOR BEHAVIOUR

Introduction

Burnside Primary School believes that the establishment of a whole school behaviour policy is an essential step in the process of securing the orderly atmosphere necessary for effective teaching and learning to take place. It was developed in conjunction with the whole school community; pupils, parents, staff and governors.

Principles

Burnside Primary School believe that the most effective teaching establishments encourage good standards of behaviour by developing codes of conduct which are based on shared values, supported by a system of rewards and, where necessary, sanctions, within the context of a positive community atmosphere. At some time all pupils and students are likely to experience stressful situations and Burnside School needs to have a policy and range of strategies in order to overcome or minimise these. The management of behaviour is a responsibility not only for the Head Teacher but for all teaching and non-teaching staff, parents, the governing body and the Local Authority. Burnside Primary School acknowledges that the most vital factor in fostering good behaviour is the quality of relationships between teachers and their pupils.

Key objectives

Burnside Primary School believes that good behaviour is best developed through :-

- a whole school approach which is conducive to effective teaching and learning;
- consistent, clear and defensible principles, which accord with the overall aims of the school;
- collectively derived and shared values;
- mutual respect;
- the encouragement of self-respect and self-discipline;

- an emphasis on the encouragement and reward of good behaviour;
- having graduated, consistent and fairly applied sanctions;
- the promotion of positive relationships;
- a commitment to prevention and problem solving, rather than crisis driven approaches;
- applicability to activities on and off-site;
- the encouragement of good behaviour by pupils and students in the community;
- active co-operation with parents and the community;
- sensitivity to the needs of the local community.

Entitlement

Burnside Primary School recognises that pupils, staff, parents and governors all have rights and needs. These rights and needs should be reflected in the school's policy on behaviour.

Pupils :

All pupils are entitled to :-

- opportunities to develop their self-worth through the experience of success and the carrying of responsibilities;
- opportunities to develop self-discipline;
- an orderly, caring and supportive atmosphere in which effective learning can take place;
- fair and equal treatment;
- consistency of treatment from teacher to teacher and from teaching and non-teaching staff;
- know the codes of conduct, routines and expectations of the school;

- participate in the development of a code of conduct;
- participate in the development and review of the behaviour policy where appropriate;
- a broad, balanced and relevant curriculum;
- a wide and appropriate range of active learning opportunities;
- praise and reward for positive achievements;
- access to the support mechanisms in the school;
- positive role models to emulate;
- a stimulating environment.

Staff :

All staff are entitled to :-

- an orderly and supportive atmosphere in which effective teaching and learning can take place;
- active participation in the development and review of the behaviour policy wherever possible;
- a system which enables them to be involved in the personal and social development of pupils;
- access to training;
- advice and support from senior colleagues;
- regular contact with parents.

Parents :

Parents are entitled to :-

- be regularly, consistently and actively involved in the social and educational development of their children;

- positive involvement in seeking a constructive solution to any situation involving their child which is causing major concern;
- information about the school's behaviour policy.
- regular contact with teaching staff.

Community :

The local community is entitled to :-

- consideration and respect
- the co-operation of the school or college in events which affect the community;
- make representations to the school.

Requirements and Expectations

The school will actively seek to :-

- monitor pupil's behaviour;
- review policy and procedures on a regular basis;
- keep parents and the community informed about standards of behaviour expected by the school

The school expects that all the above groups will work together to create a school environment which supports and encourages good behaviour.

Rules

Our school rules are:

- Always walk around school in a quiet safe manner.
- Keep your hands and feet to yourself.
- Be polite say please and thank you.

A classroom charter is established at the beginning of the year with each class where they decide what they want their class rules to be.

At Burnside Primary School we also follow Golden Rules.

These rules are: We are gentle
We are honest
We are kind and helpful
We look after property
We work hard
We listen

Rewards

At Burnside we like to encourage good behaviour and rewards are given.

- Praise.
- Stickers.
- Team points.
- Class points which lead to a class treat.
- Golden tickets and a certificate in Golden Time assembly.
- Attendance awards.

Unacceptable behaviour

Despite our best efforts, there are occasions when children let themselves down. This has an impact on their families, friends, teachers and school. It is very important that children must be made aware of the consequences of unacceptable behaviour.

This should include:

- Understanding what he/she has done wrong
- Talk with the staff member about the possible consequences of his/her behaviour.
- Listening and responding to advice given by staff member.
- Making peace and working successfully with someone to rebuild bridges.

Everyone within our school must remember that we are a forgiving community.

Consequences

A range of sanctions are available to staff in dealing with unacceptable behaviour. These will include.

- Verbal warning
- Time out
- Loss of privileges eg. Loss of playtime/ Golden Time which can be lost in chunks of 5 minutes but can be earned back depending on offence.
- Extra work to be given to be completed in school/or home.

- Removal from class for disruptive behaviour. Child sent to another teacher, DHT or HT.
- Refer to DHT or HT for persistent unacceptable behaviour.
- Staff member contacts parents to discuss behaviour
- HT formally writes to parents requesting meeting to discuss joint action.
- Child placed on report to monitor behaviour – copy sent regularly to parents.
- Fixed term exclusion from school in line with LA policy.
- Permanent exclusion from school in line with LA policy.

If appropriate, the school and parents will enter into a voluntary ‘Parenting Contract’ for pupils who have received a fixed term exclusion and are in serious danger of being excluded again. The contract will take the form of a written agreement between the parents and the Governing Body and will contain:

- a. A statement by the parent that they agree to comply for a specified period with whatever requirements are specified in the contract, and
- b. A statement by the Governing Body agreeing to provide support to the parent for the purpose of complying with the contract.

The sole purpose of the contract is to improve the pupil’s behaviour at school and to address any underlying causes. Entry into this contract is voluntary to both parties.

Team Teach

There are six members of staff trained for Team Teach at Burnside Primary School.

Team Teach’s aim is to enhance quality teaching, effective learning and personalised caring, by increasing staff confidence and competence, whilst promoting and protecting positive relationships. Team Teach’s method is to provide training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and restraint.

Team Teach restraining techniques will only be used as a last resort when all other strategies such as distraction or diversion techniques have failed.

What is reasonable force?

- 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.
- 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.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- **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.

- **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.
- School staff should 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.

When reasonable force may be used

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 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.

At Burnside Primary School we may 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.

We do not:

- use force as a punishment – it is always unlawful to use force as a punishment.

At Burnside Primary School we will make reasonable adjustments for disabled children and children with SEN.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews - Director)

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers will use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

What happens if a pupil complains when force is being used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011]* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- School must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- It is important that as a school we provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Staff Development and Staff provision

Staff training and development are linked with the needs of the school and the individual training needs of the staff. These will come about following consideration of previous inspections, action plans and identified staff needs.

Monitoring and Evaluation

The Governing body is responsible for overseeing, reviewing and organising the revision of the behaviour policy and curriculum.

This policy will be reviewed annually by the Head Teacher with any changes reported to the appropriate Governor' Sub-Committee (Curriculum/Pupil Welfare).

