

Bromley Heath Infant School

Behaviour Management Policy

Including Positive Handling Policy and
Exclusion Policy

BHIS Behaviour Policy

Author/Person Responsible	<i>Head Teacher</i>
Date of Ratification	<i>May 2018</i>
Review Group	<i>Staffing and Curriculum Committee</i>
Ratification Group	<i>Full Governing Body (FGB)</i>
Review Frequency	<i>Annual</i> <i>Subject to local education authority and/or national policy change</i>
Review Date	<i>May 18</i>
Previous Review Amendments/Notes	<i>MARCH 2014</i> <i>March 15</i> <i>March 16</i> <i>And updated May 17</i> <i>May 18</i> <i>Amendments made Sept 18</i>
Related Policies	<i>SEND Policy</i> <i>Children leaving school procedure</i> <i>Anti-bullying</i>
Chair of Curriculum Committee Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Behaviour Policy	DATE:	May 2017
EIA CARRIED OUT BY:	T.Long	EIA APPROVED BY:	T.Long

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	<i>Due regard will be given to whether inappropriate behaviour is a result of a medical condition.</i>	
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		N/A
Sex (male, female)		N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		N/A

Bromley Heath Infant School Behaviour Management Policy

Rationale

Positive behaviour management, based on the School values and behaviour code, underpins the ethos of our school and is modelled by all. Thus making the school a welcoming and safe environment in which all children can learn and thrive.

Aims

- To create a safe and secure school community in which there is an atmosphere of mutual respect.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own choices.
- To ensure that all children are treated fairly and in a positive manner in line with the schools behaviour code.
- To provide a consistent approach and strong leadership of behaviour management within the school.

We can achieve this by:

- Providing good role models so that respect, fairness and regard for each other develop.
- Promoting the type of behaviour we expect, through good teaching and effective use of classroom management strategies.
- Supporting children to make good choices through the appropriate use of rewards and sanctions.
- Promoting partnerships with parents and carers through the Home/School agreement and by sharing responsibility for our children's behaviour.
- Ensuring that **all** staff are aware of specific children's needs. Via handover meetings and staff/TA/SMSA Meetings.

Behaviour Code

The behaviour code will be shared with the children, and parents, at regular intervals throughout the school year. **All staff** are responsible for ensuring that the code is fairly and consistently applied.



All classes will develop their own class rules based on the school behaviour code. Class rules will be discussed and agreed with children alongside their class teacher. In KS1 the rules will be displayed in every classroom and in Foundation Stage they will be discussed on a regular basis. The rules are based on care and respect for each other and, the notion of caring and sharing will be considered and discussed at regular intervals and during Assembly times.

Clear links with the SEND policy ensure that children with emotional and behavioural difficulties are on the SEND register and have support plans in place to that support their needs and these are reviewed regularly. Care is taken to ensure that a child's inappropriate behaviour is not masking an underlying special need. Children with disabilities are legally entitled to expect reasonable adjustments to be made to enable them to participate fully in all aspects of school life. We are committed to achieving this whenever practical.

Children need to be aware that the choices they make can affect everyone around them and will be responded to in a consistent manner using the schools reward and consequence system which is displayed and discussed in the classroom.

Rewards

Children need to recognise and understand when they are making good behaviour choices and this will be reinforced by-the adults in school by...

- Sharing success with others, including parents and headteacher
- Stars or stickers
- Verbal or written praise
- Awarded a praise certificate
- Awarded a Secrets of Successful learning bear
- SMSA certificates
- Star of the day
- Diamond Power

Consequences

Children need to recognise and understand that making poor behaviour choices result in consequences as outlined below.

- 1st warning
- 2nd warning
- 3 minute sand timer in classroom
- 5 minutes missed playtime or time out in another classroom
- Parents spoken to at the end of the day (and for repeated poor choices)
- Sent to Headteacher and the incident will be logged – If a child's name appears in the book for more than 3 times during one term parents will be invited into school to discuss their child's behaviour.

These strategies will be used to deal with unacceptable behaviours in school alongside the use of SEAL/PHSE and circle time activities within the curriculum.

The consequences will be implemented at the discretion of the class teacher and will be superseded if the behaviour is deemed dangerous or severe. In which case, the child will be sent straight to the Headteacher or Deputy Headteacher.

For those children who consistently behave inappropriately an individual behaviour plan will be formulated, in consultation with parents. If the behaviour occurs at lunchtimes the child may not be allowed to stay at school during lunchtime breaks. If further support is needed outside agencies will be involved.

Governors will be involved at this stage. (See Appendix 1)

Positive Handling

In rare circumstances and to prevent a child from harming themselves, others or damaging property; staff, using their professional judgement, may use reasonable force. For example a member of staff will physically separate or intervene between pupils who are fighting, or attacking another child. They may also physically support the removal of a child who defiantly refuses an instruction to leave a room during a confrontation.

Force is never used as punishment at Bromley Heath Infant School and all staff know that it is against the law to do so. (See appendix 2 Positive Handling Policy)

Discipline beyond the school gate

Whilst the school accepts that it has the power to discipline beyond the school gate, it believes that due to the age of the children attending the school that the main responsibility for a pupil's behaviour beyond the school day lies with the parents.

The school will deal with individual cases brought to its attention as deemed appropriate. Parents will always be informed of any incidents and actions taken.

The school also reserves the right to screen pupils and confiscate any items considered dangerous.

Consistency and fairness are key factors in our approach to behaviour management and in supporting the children to develop a sense of self-discipline and an acceptance of responsibility for their own behaviour choices.

This policy has been reviewed and rewritten to take into account the education bill 2011 and guidance on behaviour and discipline from the DfE Sept 2012. Information and guidance can be found at... www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies

This policy should be read in conjunction with

SEND Policy

Children leaving school procedure

Anti-bullying

This policy will be reviewed annually.

Agreed by the Governors Curriculum Committee Date 19.3.2013

Signed: _____

Review date	MARCH 2014	Signed	√
Review date	March 15	Signed	√
Review date	March 16	Signed	√
Review date	And updated May 17	Signed	√
Review date	May 18 Amendments made Sept 18	Signed	√

(Appendix 1)

Bromley Heath Infant school Exclusion Policy

INTRODUCTION

Bromley Heath Infant School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. This policy is specifically on exclusion but it should be read in conjunction with the behaviour policy.

When Exclusion is used

The decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. As such they are used sparingly and only as part of an overall behaviour strategy which seeks to support the children in developing a sense of self-discipline and an acceptance of responsibility for their own behaviour choices.

Fixed term exclusions will only be used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Physical assault of staff or pupils by a pupil, other acts of violence, including severe verbal bullying frequent high-level disruption to lessons come within this category. This could result in an internal or fixed term exclusion as determined by the Headteacher.

Fixed term exclusions can only be sanctioned by the Headteacher or their nominated deputy. In all cases statements, views and advice are gathered from staff who are working with a child. Parent, chair of Governors and the LA will also be informed of any decision made.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been explored over time.

The Headteacher alone makes the decision to proceed to permanent exclusion in consultation with the Chair of Governors and using the guidance from the Local Authority.

Exclusion Procedures

Bromley Heath Infant School will follow the DfE guidance on exclusions and the exclusion flow chart as found in South Gloucestershire Local Authority Behaviour book on the CYP Intranet.

Guidance can also be found at...

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

This policy will be reviewed as part of Bromley Heath Infants Behaviour Policy. See main policy for review dates.

(Appendix 2)

Bromley Heath Infant School

Positive handling Policy

This policy aims to give all members of the school community clear guidance regarding the use of physical intervention within the school.

It has been written in accordance with the Department of Education guidance 'Use of reasonable force: advice for Headteachers, staff and governing bodies (DfE-00060-2011).

It also ensures that any physical intervention that members of staff undertake is carried out in a way that supports the ethos and values of our school.

When is restrictive physical intervention permissible at Bromley Heath Infant School?

Physical intervention will be avoided whenever possible. It will only be used as last resort to prevent a pupil injuring themselves, others or to prevent them from damaging property and after all other behaviour management strategies have been exhausted.

Before its use, a dynamic risk assessment, based on professional judgement, will be made by staff. They will consider whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Positive handling will never be used as punishment.

Under DfE guidance (2011) all members of staff have legal power to use reasonable force and all staff at BHIS are authorised to intervene when needed. The school also acknowledges that staff are not expected to intervene against their better judgement; or place themselves at unreasonable risk but they must take steps to minimise risks eg: by removing other pupils and calling for assistance.

How staff might intervene

When the decision to intervene has been made, staff will use the minimum level of restraint required to achieve the desired result and for the shortest amount of time. Any decision will also take into account any Special Educational Needs or disabilities a pupil may have. Adjustments will be made to ensure that a child with a disability, physical or educational, will not be treated less favourably than other pupils.

Any positive handling will always be will be proportionate to the circumstances of the incident and appropriate to the age of the child involved. It will only be used after all other behaviour

management strategies have been tried. It could involve one or more of the following techniques: guiding or shepherding a child from away from the danger: isolating a child in a room whilst they calm down: holding a child: blocking child's path, to prevent a child leaving the classroom, or area, when they could put themselves in danger.

As an attempt to try and de-fuse a situation and give a child an opportunity to calm down, staff will tell a pupil that their behaviour may be leading to them being held.

During serious incidents appropriately trained members of staff will use de-escalation techniques and holds specified within Team Teach training; unless under exceptional circumstances.

Staff training

At least two members of staff within the school will be trained in team teaching techniques and the training will be updated on a regular basis. All other staff will be made aware of their responsibilities on an annual basis.

Recording and reporting incidents

A detailed report of any incident where physical intervention is used must be completed in the school's incident log and retained; a copy should also be retained by any staff involved in the incident. The report must include the names of all parties involved, when and where the incident took place, the names of witnesses, the reason that physical intervention necessary, how the incident began and progressed, the child's response and the outcome of the incident with details of any injuries.

Parents will be informed if a physical intervention has been necessary, as soon as possible.

Staff may find it useful to have the help of a colleague when writing the report. Staff involved should also keep a copy of the report.

All racist incidents must be reported to the headteacher who will investigate the matter and report it on the Local Authority recording system and to governors via regular HT reports.

This policy should be read in conjunction with the school's Behaviour Management Policy and Exclusion Policy.

It will be reviewed as part of the Behaviour Management Policy. See the main policy for review dates.