



## BEHAVIOUR MANAGEMENT POLICY

**\*\*This policy has been established at Harris Primary for a period of time. We are currently trialing alternative approaches to improve our policy further. These trails will then lead to a revised Behaviour Policy. Each trail will be added as an appendix until full adoption is made.\*\***

### Aims

The aims of the school should be a significant influence on the standards of behaviour within the school. We agree that the atmosphere of the school is important. We express our priority aims here in these terms:

Children should:

- be happy, cheerful and well adjusted
- be enthusiastic and positive in order to put their best into all activities
- be industrious, persevering and conscientious
- find enjoyment in a variety of aspects of school work and gain satisfaction from their own achievements and the achievements of others
- be able to work purposefully both individually and with other children
- know how to behave in a variety of situations, acting with courtesy and appropriate social skills
- be developing an awareness of and consideration for the needs of others
- respect their own and other people's property and take care of school resources, equipment and their surroundings
- develop skills in managing their own behaviour by encouraging individual and collective responsibility
- comply with all rules relating to health and safety.

### Code of Conduct

Our school is a happy and welcoming place where children enjoy learning.

We will...

- Try our best, give 100% effort in all we do and work hard.
- Behave sensibly, moving quietly and carefully around the school, and in our classrooms.
- Be polite to everyone we meet, showing respect and good manners.
- Show we are proud of our school by keeping it clean and tidy.
- Be caring and considerate to others, helping them when they need it.
- Treat school equipment and other people's property with respect.
- Behave well outside school so that everyone will know this is an excellent place to learn.

### General principles



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Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The head teacher will publicise the school behaviour policy, on the school website/blog.

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents will be asked to sign following their child's admission to Harris Primary School and annually thereafter.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN.

### **Key points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, including teaching assistants.
- Teachers and other staff employed by the school can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers and other staff employed by the school can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to sanction the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be



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proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

## **Corporal punishment is illegal in all circumstances.**

School staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Headteacher/SENCO will consider whether a multi-agency assessment is necessary.

## **Parents**

Parents clearly influence their children's personalities, attitudes and behaviour.

Our home-school agreement is the basis of our working partnership with parents (see appendix).

## **Staff**

Staff have a central role in establishing and maintaining a calm and purposeful atmosphere. Staff need to be able to relate to children, to encourage them in positive behaviours and to deal calmly but firmly with inappropriate behaviours.

In order to improve behaviour we will:

- seek to build up the self-esteem of every child
- teach appropriate behaviours and explain what we are aiming for
- be models for the standards of behaviour and courtesy which we expect from children
- develop positive relationships with children
- establish a 'positive learning environment' by using verbal and non-verbal praise
- draw attention to good work and behaviour and recognise non-academic achievements
- agree simple rules with children
- have high expectations of pupil's behaviour, attitudes and work
- be punctual and 'visible'
- react calmly to incidents, listening to what children have to say
- realise that children will react badly to frequent criticism, sarcasm, public reprimands and threats
- be careful, when talking about a child with colleagues or parents, that we are not overheard by the child or other children



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- avoid stereotyping children
- criticise constructively
- share problems with colleagues
- recognise the long-term nature of achieving

## **Governors**

Governors have an important role to play in:

- approving the Behaviour Management Policy
- supporting staff who implement the policy
- promoting the school's partnership with parents
- maintaining a safe and attractive environment

## **Classroom Management**

Positive behaviour has a lot to do with pupils' motivation to learn, which can be increased or reduced by the content of the curriculum and the ways in which it is delivered. We will:

- plan lessons well
- match work to individual needs as far as possible
- make learning stimulating and enjoyable
- plan for success not failure, setting achievable goals
- employ a variety of teaching methods
- manage resources effectively
- mark constructively/supportively
- use assessment to make decisions about pupils' needs
- use PSHE (including Circle Time) to promote positive behaviour.

## **Themes**

Weekly themes are intended to focus the minds of everyone in school on one aspect of behaviour. Themes will be 'cyclical' and do not exclude attention to other aspects of behaviour.

eg saying 'please/thank you'  
respecting others

## **Environment**

Children are more likely to respect their school environment when it is clean, well-kept and attractive.

In order to make the school and its surroundings as pleasant as possible and to increase the children's sense of ownership, we will:



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- keep the school litter-free
- display children's work across a range of subjects and abilities
- encourage tidiness
- return equipment to its proper place
- report damage (including graffiti) as soon as possible.

## Playtime and Lunchtime

We will:

- be punctual when on playground duty
- be ready to prevent/intercept rather than react to misbehaviour
- encourage co-operative play
- recognise the important role of welfare assistants and give them guidance and effective authority
- aim for consistency of approach to misbehaviour
- follow 'wet lunchtime' routines to encourage responsible behaviour
- supervise children as they exit from and enter school at the beginnings and ends of playtimes and lunchtimes
- Encourage a sense of community by allowing some Year 6 pupils to be "playground buddies" to the younger children.

## Rewards

Rewarding good behaviour and work has been shown to be more effective than punishing bad. Pupils need to know that attention will be gained by good behaviour. Staff will aim to 'catch' children displaying good behaviour, manners and attitude. Staff will praise out aloud thanking children and telling them how much the behaviour displayed is appreciated.

As well, we will use the following rewards:

- praise (verbal and non-verbal)
- work on display
- reading work out
- sending to other staff for praise
- assembly mention (including "Star Awards")
- informal contact with parents (eg note)
- formal contact with parents (eg parents meeting)

## Sanctions

Children should expect fair and consistently applied sanctions, which distinguish between serious and minor misdemeanours. We will apply these sanctions as deemed appropriate:

- reprimand and remind of appropriate behaviour



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- ask child to:
  - repeat an inappropriate action correctly
  - make a verbal apology (or written when appropriate)
  - write out appropriate behaviour (eg rules)
  - finish work in his/her own time
  - repeat work
  - repair damage
- 'time out'
- missing playtime
- lunchtime detention
- contact parents informally

In cases of repeated, serious misbehaviour, when the above have been exhausted:

- sending to HT or deputy HT
- HT or deputy HT contacts parents
- implementing an agreed behaviour modification programme
- monitoring behaviour on a daily basis
- formal meeting with parents
- internal exclusion
- exclusion

Exclusion will be used as a last resort or in exceptional circumstances. Any decision to exclude will be made by the Headteacher.

## **Pupils' Conduct Outside The School Gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Where non-criminal bad behaviour and bullying occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the Headteacher will consider what the appropriate sanction should be (this may include a decision to exclude).

Regarding unacceptable conduct outside the school gates, a teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - o taking part in any school-organised or school-related activity or
  - o travelling to or from school or
  - o wearing school uniform or
  - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:



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

## Detention

Teachers have a legal power to put pupils (**aged under 18**) in detention. Our school will use detention as a punishment when necessary. Whilst teachers have a specific legal power to impose detention outside school hours, at Harris Primary School detention will only take place during playtime or the lunchtime break. Detention will consist of a quiet time with a class teacher in one of our classrooms. Children will be encouraged to use this time to consider the consequences of their behaviour. Reasonable time will be allowed for the pupil to have lunch, have a drink and use the toilet.

The school does not have to give 24 hours notice for a lunchtime detention and parental consent is not required. The Headteacher or class teacher will contact parents if necessary to discuss their child's behaviour.

At Harris Primary School only Teaching Staff and the Lunchtime Supervisor may put pupils in detention.

## Confiscation of Inappropriate Items

### What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** (as described above) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- 2) **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

**At Harris Primary School** any person employed by the school may search for (without consent) and confiscate items under the terms set out above. Items may be kept by the teacher for a period of time determined by the teacher, or until such time as the child's parents attend to collect them. If necessary the item(s) will be kept by the Headteacher.

Prohibited items as set out above will be handed to the Headteacher.

## Power to use Reasonable Force

What is reasonable force?



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- (i) 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.
- (ii) 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally 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.
- (v) 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.
- (vi) 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.

## Who can use reasonable force?

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

## When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) Reasonable force may be used to control pupils or to restrain them.
- (iii) 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.
- (iv) The following list is not exhaustive but provides some examples of when reasonable force may be used.

## Staff at Harris Primary School may use reasonable force to:

- Remove a disruptive child 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 or playground where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.



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- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Take a child to a “time out space” or other place of safety when they have refused to follow an instruction to do so.
- Restrain a pupil at risk of harming themselves through physical outbursts.

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

- the pupil’s behaviour and level of risk presented at the time
- the nature of the incident
- the degree of force which is needed
- the effect this will have on the pupil
- the child’s age

**Staff cannot under any circumstances: use force as a punishment – it is always unlawful to use force as a punishment.**

### **Communicating the school’s approach to the use of reasonable force**

The school will review this behaviour policy annually and make this policy known to staff, parents and pupils via the school newsletter and the school website.

Parental consent is not required to use reasonable force with a student.

### **Access to Quiet Space**

- From time to time it may be necessary for a child to access a calm/quiet space to enable them to calm down or recover from a stressful situation. This may be the Learning Support Room or the playroom adjacent to Reception classroom.
- The duration and frequency of the use of time spent in these places will be kept to a minimum and will never be used as a punishment. These spaces will not be used as part of a Behaviour Management Programme.
- If a child is in the LSR or Reception Playroom they will be supervised by a member of staff. The door will remain open unless the safety of pupils and/or staff is at risk.
- In exceptional circumstances, where the safety of pupils or staff is put at risk, reasonable force may be used to prevent a child leaving the room. In these cases, two members of staff will be present until the situation is resolved.
- The doors to these places will not be locked whilst children are therein other than in an emergency situation where the Headteacher deems there to be no alternative.

### **Pupils with Special Educational Needs**

The use of reasonable force may be used with pupils with SEN however the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.



## Using force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk when used on children and young people and will NOT be used at this school**. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff will have the full backing of their senior leadership team when they have used reasonable force.

There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

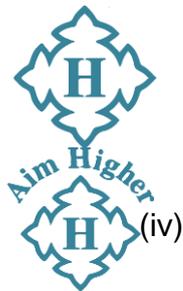
### Telling parents when reasonable force has been used on their child

If reasonable force is used, the Headteacher should be informed and a record will be made in the serious incident book. The Headteacher will contact parents to inform them that reasonable force has been used and explain the reasons for this.

Where necessary a positive handling/behaviour support plan will be drawn up and shared with staff, parents and pupils.

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

- (i) All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- (ii) 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.
- (iii) 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.



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- (iv) Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” 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.
- (v) The school will 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.
- (vi) 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.
- (vii) 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.
- (viii) As employers, schools and local authorities have a duty of care towards their employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

- (i) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- (ii) Examples of where touching a pupil might be proper or necessary:
  - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - b. When comforting a distressed pupil;
  - c. When a pupil is being congratulated or praised;
  - d. To demonstrate how to use a musical instrument;
  - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - f. To give first aid.

This school does **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

### **Malicious accusations against school staff**

Disciplinary action up to and including exclusion will be taken against pupils who are found to have made malicious accusations against school staff. The Headteacher will decide on the sanction taking into account the age of the child and the circumstances involved.

**Reviewed by: Miss Brown**

**Date of Review: September 2021**

**Date of Next Review: September 2022**



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**ALSO SEE APPENDIX 'WHAT, WHO, HOW' for further details**

### The What, Who, How of Unwanted Behaviour

	WHAT? (examples)	WHO?	HOW?	NEVER
<b>Low Level</b>	<b>Isolated disruptions to learning which don't have a lasting impact on learning or the emotions of others.</b> Chatting Silliness (flicking pencils, ignoring instructions etc) Lack of pride/ standards	The adult who is experiencing the unwanted behaviours.	2 verbal reminders then a consequence Deal with immediately/consistently/ calmly In private Restorative conversation Remind child why those behaviours are unhelpful 2 mins of break	Reprimand publicly Raise your voice Humiliating consequences (stand on the wall etc)
<b>Moderate Level</b>	<b>Disruptions to learning which do have an impact on learning or the emotions of others.</b> Repeated low level behaviours Bad language Disrespect for others (unkind/ hurtful comments) Pushing/ shoving/ minor aggression Back chat Defiance Damage to property	The adult who is experiencing the unwanted behaviours alongside the class teacher  Notify Key Stage Leader.	Deal with immediately and consistently De-escalate/ distract Calm/ controlled approach. No shouting. Take the emotion out of the situation. Loss of breaktime/ lunchtime. Spend time creating a social story or an activity that is of benefit to their own/ others learning. Complete any missed work. Brief update to parents (missed work needs to be finished if not during break) Use scripted responses Brief record on CPOMS SLT to consider nurture intervention	Reprimand publicly Raise your voice Humiliating consequences
<b>Serious Level</b>	<b>Incidents which were driven with a malicious intent to cause harm.</b> Persistent moderate behaviours Racism/ homophobia/ discrimination Bullying Fighting Severe arguing Swearing Violence/ aggression with an intent to cause harm Intentional destruction of property	Teacher level with the instant inclusion of HT/ SLT	Deal with immediately and consistently Ensure the safety of all De-escalate/ distract/ remove Calm/ controlled approach. No shouting. Take the emotion out of the situation. Next steps to be agreed with SLT – (restorative/ pay back/ loss of breaks/ isolation/ suspension/ exclusion). Inform Parent's in detail Lost learning completed/ imposition at home Record on CPOMS in detail SLT to consider nurture intervention/ Early Help	Reprimand publicly Raise your voice Humiliating consequences



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## Harris Primary Behaviour Keystones

School Keystones	Eight terrific teacher tones (tone/ volume/ pace)	30 second script	7 steps to restoration
<ul style="list-style-type: none"> <li>• Daily 'Meet and Greet' – notice them!</li> <li>• Recognition board only (inspiring)</li> <li>• 5, 4, 3, 2, 1 for attention (learnt routines)</li> <li>• Consistently give attention to over and above</li> <li>• Simple well done for meeting expectation. (No fame for unwanted behaviours unless necessary)</li> <li>• Catch them being good – over and over again.</li> <li>• Insist on your expectations</li> <li>• Invest in time, tone, relationships and praise; rather than tangible/ countable rewards.</li> <li>• Language –honour the children at all times</li> <li>• Restorative approach to poor behaviours</li> <li>• Don't pass poor behaviours up the hierarchy.</li> <li>• Meet hostility with warmth and kindness</li> </ul>	<ol style="list-style-type: none"> <li>1. Its all going to be incredibly fun</li> <li>2. That is totally and completely normal and doesn't revolt me at all.</li> <li>3. You are the best child in the world.</li> <li>4. That is going to stop.</li> <li>5. I am very disappointed in you.</li> <li>6. I am even more disappointed in you.</li> <li>7. My disappointment couldn't be stronger.</li> <li>8. Right, that's it. I am really, really, really disappointed (but still calm).</li> </ol>	<ul style="list-style-type: none"> <li>• I notice you are...</li> <li>• It was the rule/ value about xxx that you broke</li> <li>• You have chosen to</li> <li>• Do you remember last week when you...</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening.</li> </ul> <p>(follow with some take up time)</p> <p>Assertiveness</p> <ol style="list-style-type: none"> <li>1. You need to...(speak with me at the side of the room)</li> <li>2. I need to see you...(following the agreed routine)</li> <li>3. I expect...(your table tidy in two minutes)</li> <li>4. I know you will...(Help Kyra clean the pen off her face)</li> <li>5. Thank you for...(letting go of her hair. Let's walk and talk.)</li> <li>6. I have heard what you said, now you must...(collect your things and move to the thinking spot)</li> <li>7. We will...(have a better day tomorrow!)</li> </ol> <p>Always continue with the script, even if ignored/ mimicked. It will become familiar to the children. If younger children cry – say I will come back when you have stopped crying. Allow children to hear/ get used to the scripts.</p>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• Who has been affected?</li> <li>• How did this make them feel?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>Offer a postponement if child not ready to talk – but stay with them.</p> <p><b>Does the adult need to apologise?</b></p> <ul style="list-style-type: none"> <li>• Meaningful and sincere</li> <li>• Repair trust</li> <li>• Move on from it</li> </ul>



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