Behaviour Policy

Introduction

The school must maintain discipline and good conduct to secure an orderly learning environment in the interests of all the children. The school behaviour policy sets out our corporate statement of purpose, the boundaries of acceptable behaviour and the likely consequences of misbehaviour and the agreed procedures for managing behaviour.

We believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and students have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

Unacceptable behaviour is that which:
- Is dangerous to the pupil, other pupils, adults or property
- Is offensive or inconsiderate
- Interferes with the right of teachers to teach and pupils to learn

Aims

This policy aims to:
- Provide the basis for the development of a positive, whole school ethos towards behaviour;
- Define the expectations that we have of each member of the school community;
- Provide guidance upon the implementation of a consistent approach to positive behaviour management;
- Provide guidance and support for staff when dealing with inappropriate behaviour.

Relationship to Other Policies

This policy should be read in conjunction with policies on Bullying, Calming Room, Restraint of Pupils, Teaching and Learning and Equality

Principals for Managing Behaviour at Churchill school

1. Behaviour is a "school effectiveness issue." Improved behaviour needs to be the measure of effective behaviour management strategies. There are no instant, "off the shelf" answers or solutions. Staff will seek to explore all types of de-escalation strategies including the use of food – (See Appendix 1 on how to use food to support pupils).

2. All those involved need to work to the agreed framework. The Structured Behaviour Referral System Levels 1 to 4 – (Appendix 2). Managing children's behaviour effectively starts with adults managing their own.

3. Pupil behaviour is more appropriate when learning and teaching are of a high standard. Staff will understand the nature of emotional and behavioural difficulties and will have to understand how to distinguish between sporadic misbehaviour and short-term emotional difficulties. Young people will need to be listened to. Inclusive practices benefit all. If pupils are to be treated equally, they need to be treated differently.

4. Behaviour management is everyone's responsibility. All staff need to be agents of the behaviour policy. Self-esteem, which is the basis of positive behaviour, is everyone's responsibility. Behaviour improves when staff and parents work closely together.

5. Positive approaches to behaviour management are more effective than sanctions. Communication to pupils needs to be positive and differentiated. Supportive pastoral systems can underpin all aims regarding behaviour.

Agreed Procedures
- The Behaviour Policy is shared and understood by staff across the whole school via induction and whole staff updates.
- The Structured Teaching Gateways Proactive Management Strategies are used to underpin all classroom practice (Appendix 4).
- The Structured Behavioural Referral System Levels 1 to 4 (Appendix 2) is used to identify levels of support and accountability.
- Success at reducing distress and anxiety is measured against levels in the referral system. Timescales for achieving a reduction in distress and anxiety will differ from pupil to pupil. There will be a record of this in the pupil's behaviour book or in the pupil's individual folder on the school's shared area.
- The Headteacher or Deputy Headteacher will meet weekly with the pupil support worker to discuss the pupils on the levels 1,2 and 3.
- Parents/carers must be drawn into the process when a pupil is on Level 1.
- The wider multiagency team is called upon as necessary to support pupils from Level 2 onwards.
- Behaviour Management Plans are drawn up at Level 2 (Appendix 3)

Rules, Rewards and Sanctions

The school has a discipline plan which consists of three parts.
> 1. Rules
> 2. Rewards
> 3. Sanctions

Rewards

At Churchill we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately rewarded for all aspects of their school life – including behaving as expected. Rewards are much more effective than punishment in motivating pupils. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

All positive behaviour is noted in some way. We praise and reward students for good behaviour in a variety of ways:

Teachers congratulate students giving verbal praise as appropriate. Praise may be given in a number of ways including directly to the pupil e.g. at meeting time or in a lesson or may be given to the parent via a phone call home.
The school encourages all adults to recognise the efforts pupils make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other pupils in school and in the community and in the way they treat the environment.
Displaying work to build self-esteem including on the best work board
Children are sent to a meaningful adult to receive praise e.g. a former teacher or senior member of staff.
Certificates are awarded annually for good attendance.
Positive comments are made to parents at the end of the day or via the Link Book.
School Awards
Privileges which may be appropriate to the child such as using the swing in the sensory room, having a walk outside or another form of movement break.
House points
Displaying work on the best work board

Staff will **not** give rewards:

As bribes e.g. for classroom control
If a child asks or demands
In a way which could be expected to cause embarrassment.
In a way in which devalues their worth to others.

The school acknowledges all the efforts and achievements of pupils, both in and out of school.

In addition each teaching area has a traffic light system. Each pupil starts each day on the "Green" light. Appropriate behaviour means that the student will remain there. One warning will be given for inappropriate behaviour and should this continue the pupil will be moved to "Amber". Individuals can move from amber to red via the black should behaviour remain inappropriate. Pupils can however earn their way back to green. Consistently good and improving behaviour will be rewarded with pupils being moved onto the silver or gold.

Sanctions

Sanctions are necessary for pupils who choose from time to time not to follow the School Rules and behave inappropriately. At Churchill we accept that it is our responsibility to support those pupils so that they can make better behaviour choices in the future. The available sanctions are to be used to promote and develop positive behaviour rather than that to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.
As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils.

We employ each sanction appropriately to each individual situation. Sanctions may include:

Verbal reprimand
Removal from the group, working independently on a table, working in a work station
Tidying up the mess made/rectifying the damage
apologising
Writing a letter of apology
Withdrawal from a particular lesson or peer group either to the calming room or the reflection room
Withdrawal of access to some of the schools facilities e.g. lunchtime equipment
Loss of minutes at break or lunch time
Phone call/email home by the form tutor
A fixed period exclusion
Permanent exclusion

Emergency Response Team - ERT

ERT will be called by staff on the walkie talkies which are available in each classroom in the following circumstances which are defined as an emergency:

- A pupil has gone into a crises and is self harming
- A pupil is threatening/going to hurt another pupil
- A pupil is damaging property
- A pupil is in crises and has run out of the class/ building
- Lack of supervision

When staff call for ERT they must say the following 2 times
'Can ERT please assist in ....'
A member of ERT will respond with
'On way'

Restraint

The students can occasionally place themselves, others and the learning environment at risk. Staff are trained in restraint techniques, we recognise that on occasions physical intervention may be required to ensure that
- the safety and well-being of all students and staff is upheld;
- the fabric of the building, and its resources are preserved,
- the opportunity for teaching and learning to take place is maintained

Restraint should only be used as a last resort, where there is risk of injury or harm. It is imperative that school staff who may have to use force on pupils have appropriate training in safe techniques of using restraint. De-escalation strategies must always be used as a first resort.

If a restraint is required, the restraint form will be required to be filled by the member of staff/s who have had to restrain. Parents/carers will be informed and a meeting will take place to decide what the next steps are.

The Rights and Responsibilities of the School

It is the responsibility of teachers to ensure that the school rules are displayed and enforced in their teaching groups, and that their pupils behave in a responsible manner during lesson time. (A copy of the school rules appears in Appendix 5 and a copy of rules for play/lunchtimes appears in Appendix 6)

The teacher discusses the school rules with each group regularly. The school rules have been kept to a minimum and use age appropriate vocabulary. In this way, every student in the school knows the standard of behaviour that we expect in our school.

The teacher treats each student fairly, and enforces the school rules consistently. Teachers treat all pupils in their groups with respect and understanding.

If a student misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the head of school.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each student. The teacher may, for example, discuss the needs of a pupil with the Educational Psychologist.

The Rights and Responsibilities of Parents

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.

If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should refer to the complaints policy . If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Offsite Behaviour

At Churchill we have high expectations of the behaviour of our pupils when off school premises or on school site after hours. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to, at, and from school; and behaviour when wearing school uniform in a public place, or when on school site after hours. As such this policy has the following objectives in regulating behaviour off the school premises:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public on or off the school site (during after-hours)
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site / or on the school site

To that extent, the school will:

- Work with work experience providers and colleges to ensure the school / provider contract makes clear expectations of standards of behaviour and procedures to use in case of poor conduct
- Liaise with local groups such as retail staff, resident's associations and police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community
- Work with transport providers to agree how behaviour on public or contract transport should be addressed
- Ensure that all applications for educational visits include clear statements to parents and pupils about behaviour standards and processes
- Ensure that the Headteacher should be explicit about levels of authority which are delegated to staff on educational visits
- Ensue that a contact strategy should be given to a senior leader so that advice for staff is available in a crisis

Confiscation

Some material is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to Headteacher who will decide on most appropriate action to take. The material may need to be stored safely until a reasonable family adult can come to retrieve them if appropriate.

It should also be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyber bullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction.

Weapons, Drugs and Stolen Property

A separate legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, makes it lawful for authorised school staff to search suspected pupils for knives or other weapons without consent. At Churchill the Headteacher is authorised to search without consent, using agreed measures.

Peer on Peer (Child on Child) abuse, sexual violence and sexual harassment

All staff are aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen inside and outside school and online. (See safeguarding policy) Staff will always address inappropriate behaviour and report it to the schools DSL. The school has a zero-tolerance approach to sexual harassment, peer on peer abuse and online sexual abuse. Sanctions will be used when appropriate.

Roles and Responsibilities

The Governing Body is responsible for the regular review and evaluation of the Behaviour Management policy and procedures.

Responsibility for implementation and day-to-day management of policy and procedures rests with the Head Teacher. The Leadership Team and teaching teams work in partnership to ensure that the policy and procedures are followed. Managing behaviour is the responsibility of every member of staff and Inset time will be devoted to staff training for teaching and support staff and the sharing of good practice at regular staff meetings.

Monitoring and Evaluation

The Governing body will evaluate the impact of the policy by receiving data from the Headteacher in the Headteachers termly report at the Full Governing Body Meetings. Data will consist of how many students are at each stage of the structured referral system.

Review

This policy will be reviewed in line with the school's policy review programme.

Author	Date	Frequency of Review
Chris Komodromos	Spring Term 2021	Annual
Adopted by the Governing Body	**Reviewed**	**Reviewed**
Date:	Date: Spring 2022	Date:
	Signed	Signed

Appendix 1

Using food to support pupils approaching or in a crisis

Food can be used in two ways;
1. As a part of their daily routine
2. To help the young person when they are approaching or in a crisis

As a part of their daily routine

• It is important to use food as part of a routine and it is on their schedule so that they know what is happening throughout their day

• When using food it must be used in moderation. An example of this, is when using a packet of crisps instead of giving the pupil the whole bag, empty the bag and place 4 crisps in the bag. This helps the pupil to understand that once the bag is empty, that is it. Another example, is placing a number of biscuits in a container and indicating to the pupil that once the container is empty that means the food is finished.

• Staff need to think carefully about what to put on their communication board, if food is on their board, you are allowing them to choose food

• The pupil's communication system needs to be available at all times and if they ask for food and it is on their communication board, it **MUST BE HONOURED** To help the young person when they are approaching or in a crisis

To help the young person when they are approaching or in a crisis

- If staff know that food will help the pupil to avoid going into crisis, give it to them otherwise there is a very big possibility of someone getting hurt and leading to a physical intervention or an emergency secure space

Appendix 2

Churchill Positive Behaviour Support Structured Referral System 2020-21

Stage	

1	• HT/DHT is made aware by the form tutor that a pupil is showing a change in their behaviour
	• A meeting take place between the HT/DHT, Pupil Support Worker and the class team and the pupil is placed on the behaviour tracking system
	• Class team begin tracking/recording behaviours - record access to small group room, sensory room, swing room, cosy room and calming room. Colour code the tracking (red, green and yellow) – Form Tutor's are responsible for ensuring the tracking is completed and stored in their classroom.
	• After 2 weeks of tracking a meeting will take place between the HT/DHT, Pupil Support Worker and the class team to decide what the next steps are –
	    - Do we move to stage 2?
	    - Do we look at (Quality First Teaching) Class- level interventions in accordance with Structured Teaching Gateways Proactive Management?
	• Parents /carers continually updated by the pupil's form tutor.

2	• Tracking/recording behaviours continues - record access to small group room, sensory room, swing room, cosy room and calming room. Colour code the tracking (red, yellow and green) • Form tutors liaise daily with parents and carers • **TAC (Team around the Child)** meeting is organised with the Pupil Support Coordinator, Family Liaison worker, Educational Psychologist, form tutor, teaching assistants, Speech and Language Therapist (SALT),

	Designated Safeguarding Leads (DSL), subject specialist and Occupational Therapist (OT) as appropriate. Next Steps of support will be established. • Behaviour Management Plan/Risk Assessment written by the class team and the Pupil Support Worker. This is shared with all staff who work with the pupil. **A copy is kept by the pupil support worker.** • It is the form tutor's responsibility to ensure the weekly tracking is completed and at the end of the week keeps a copy for class records and another copy is given to the Pupil Support Worker. • Pupil Support Worker updates the HT/DHT.
3	• Positive outcomes at level 2 are limited • DHT/HT to consider new approaches/allocate additional resources to where necessary • HT/DHT tracks impact
4	• Positive outcomes at level 3 are limited • Emergency annual review to assess the pupil's needs and their placement.

Appendix 3

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Churchill School
Behaviour Management Plan
Stage 2

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Risk Level	Behaviours I use in order to communicate	What it means	What you should do
0			
1			
3			

Structured Teaching Gateways Proactive Management Communication

Have you offered an opportunity for your student to communicate using objects, signs, symbols or speech and have you responded positively?

Choice - Have you offered another activity and encouraged your student to choose?

Environment - Have you offered a change of location or setting e.g. a smaller space, a low distraction area and have you adapted the environment to support your student?

Physical Needs - Have you considered hunger ,thirst, pain, heat, cold, tiredness, activity or the need to go to the toilet…….?

Interaction - Have you offered a change of staff member and responded to the need for attention? Therapeutic Alternatives - Have you offered time to chill out or listen to music, massage etc.? Relaxation - Have you tried deep breathing, slow breathing etc.?

Calming Techniques - Have you used verbal and non-verbal calming techniques, redirection, and reassurance?

Listening Techniques - Have you listened, read the signs, picked up cues, and given prompts rather than hurrying to give advice? Are there any triggers?

Sensitivity - Have you helped to restore your student's confidence and dignity by sensitivity rather than being confrontational and offered a constructive functional activity.

Appendix 5

School Rules

Follow instructions
Do as you are asked by all members of staff

Be polite and use good manners
Always speak nicely to everyone

Be honest, kind and helpful

Be a good friend
Be gentle and never hurt anyone

Move safely and quietly around the school

Take care of all property

Concentrate on your work
Do your best

When pupils are in Samuel Ward they will be expected to know the acrostic PERFORM which supports the Academy's behaviour policy

P = Positively participate in all tasks

E = Encourage everyone with kindness and fairness

R = Respect each other and the environment at all times

F = Follow instructions immediately

O = On task always

R = Ready to learn with resilience and responsibility

M = Make the most of yourself, be trustworthy and honest

Appendix 6

Breaktimes

1. The members of staff on duty must be out there as quickly as possible at the start of play to ensure that the outside area is supervised for the whole break. Any member of staff available may deal with incidents.

2. If an incident does arise the staff on duty must deal with it appropriately and inform the class teacher or the Head of school at the end of break if necessary.

3. If a serious incident occurs where the Head is urgently required he or she should be sent for immediately.

4. Staff are on duty must ensure they are spread around the outside area ensuring that lines of sight are maintained across as wide an area as possible. The areas down the side of the building should be checked regularly.

5. Make sure pupils know expectations of where they can play.

Rules for Breaktimes and Lunchtimes

- We will ALL be responsible for our OWN good behaviour
- We will NOT damage the nature surrounding the school
- We will NOT go in the 'out of bounds' areas
- We will ALL be kind & polite & respectful to everyone
- We will respect the equipment & school property

If a child is following a particular behaviour programme the class teacher must inform the dinner supervisors and support staff to ensure there is continuity of approach.

The End of The School Day
Pupils are dismissed from the school directly to parents/carers or taxi drivers.

Bad Weather Days (Rain, Frost, Snow, Extreme Cold)

1. The Headteacher should make the decision to stay inside

2. A member of staff must be in each classroom so that all pupils are supervised. Each class teacher should have a clear routine for the children to follow.

3. Teachers on duty during bad weather days should ensure that all classrooms are supervised promptly and should make a point of circulating each classroom under their supervision as often as possible.

4. Class teachers must ensure that they collect children/return to their classrooms promptly at the end of breaktimes and lunchtimes.