

THOMAS JOHNSON LOWER SCHOOL

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Positive Behaviour Management Policy

Responsibility	Governing body
Review Date	June 2021
Approved by Full Governing Body	June 2020
Storage: (i) Electronic (ii) Hard Copy	(i) School website (managed by school secretary) (ii) Staff room
Related Policies & Documents	Governing Body Statement of Behaviour Principles Pupil Exclusion Policy Searching, Screening & Confiscation Policy

Overview

The Head teacher

Under Section 89 of the Education and Inspections Act 2006 (EIA), the head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

and which

- regulate the conduct of pupils.

When deciding what these measures should be, the head teacher must act in accordance with the Governing Body under section 88(2a) of the above act, and have regard to any guidance given in this section.

The Head teacher will ensure that any rules and provision for disciplinary penalties are as defined by section 90 of the above document. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

The head teacher must publicise the school behaviour policy, in writing, to staff, parents/carers and pupils at least once a year. The school's behaviour policy must be published on its website. The standard of behaviour expected of all pupils must be included in the school's home-school agreement which parents/carers must be asked to sign following their child's admission to a school.

The Governing Body

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the above act requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school.

Introduction

This policy is the outcome of discussions within the school between staff, children, governors and parents/carers. The strong influence of our Values Education programme is intrinsic to the development of good relationships, positive behaviour and discipline. We believe that developing understanding of our school Values, good manners, mutual respect, promotion of emotional wellbeing and a secure learning environment play a crucial part in developing children into lifelong learners.

Our policy aims to promote

- Feelings of safety and happiness
- Success, no matter how small
- Clear, consistent messages around hygiene and safety in order to minimise health risks to themselves and others
- Good behaviour through increasing self-regulation
- Recognition of the indicators that underlie some behaviours (such as bereavement, anxiety, medical need and loss) and supporting pupils with these needs
- Understanding that each person in our school has a right to be respected
- Appreciation that each pupil has a right to learn, teachers have the right to teach
- Ownership and understanding of the agreed expectations within the school

How these aims are met

These aims are met by following our behaviour pathways

- Positive reinforcement (e.g. rewarding the behaviours we want to see)
- Skills teaching (e.g. anxiety and anger management; good hygiene and health safety)
- Modelling behaviour (e.g. deep breathing; talking and reflecting on incidents; handwashing and social distancing)
- Reactive strategy (e.g. anticipating actions and diffusing situations; setting out clear expectations and helping children achieve them).

Positive reinforcement

We will ensure that there is a culture of praising and rewarding good behaviour by

- Giving descriptive praise (Not just saying good girl/boy but giving additional description of the positive behaviour displayed by the child)
- Reward scheme
- Classroom/playground set up to promote good behaviour

The school operates a range of positive rewards which mark short and long-term achievement of success, and so enable pupils to gain feelings of self-worth and build self-esteem. These rewards include Smiley faces (instantly reinforcing good behaviour), Classroom Race Tracks and Class Pyramids, Values Leaves (for a pupil demonstrating a particular Value) and Rewards Certificates (both during Celebration Assembly for work produced that week, and through end of term Celebrations which recognize group achievement and longer-term achievement or effort)

Skills teaching

- Encourage the process of using good communication skills instead of displaying inappropriate behaviour
- Promoting Values language through assembly and PHSCE
- Build emotional wellbeing skills in classes and on an individual basis
- Recognise and manage feelings and build self-esteem and friendship skills
- Manage anger and anxiety
- Specific teaching of hygiene rules, and how boundaries (such as social distancing) are there to protect everyone.
- NOTE: In the case of social distancing, a child breaking this code may do so without deliberate intent, and understanding the reasons behind the distancing rules will be key to supporting that child complying in future.

Extreme behaviour

Occasionally a child has high anxieties which may be linked to additional needs, or may be the result of a change in circumstances. These anxieties may result in increasingly extreme behaviours (e.g. such as scribbling on their own work, throwing items or “trashing” an area; spitting and/or invading another’s space). School staff are trained in recognising attachment behaviours and managing them positively and effectively. School staff work closely with parents/carers and staff in the role of Learning Mentor to reduce these anxieties so that ultimately the child is able to achieve in their learning. Where behaviours risk another person’s health (e.g. spitting) the child will be explicitly taught why these behaviours are dangerous.

Reactive Strategy

Behavioural flowcharts (see attached) show our:

- Expectations and rewards
- Behavioural consequence ladder and
- Ladder supporting emotional wellbeing.

Parents and Carers

A home-school agreement appears on our website. We hope that all stakeholders agree to the responsibilities set out.

During exceptional circumstances (e.g. COVID-19 pandemic) a specific home-school agreement is produced to reflect the needs of the situation. This is sent to parents and carers to sign and return. In this situation, it is essential that everyone’s health and safety is maintained, and forms that are not returned will be chased up.

Parents and Carers will receive positive information, on a regular basis, about their child’s behaviour in school and what is going well.

Through the reactive strategy, parents/carers will be informed if their child displaying any repetitive difficult behaviour. In this way they will be fully aware of how the school is tackling this, be able to

ask questions and discuss strategies so that school and home can work effectively together to bring about a positive difference.

Skills teaching – parents and carers will be offered a ‘getting your child ready for school session’ before starting school. Sessions on other aspects of behaviour will be offered.

Meetings with staff in the role of Learning Mentors will be organised with children and parents/carers to help any child who is displaying repetitive difficult behaviour, for those in receipt of Pupil Premium, and for those who would benefit from emotional well-being support sessions.

Pupils’ conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. Disciplining beyond the school gate covers the school’s response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

During a pandemic, teachers have the right to discuss with parents a pupil’s behaviour outside of school if this behaviour contradicts current Government guidance (e.g. social distancing). If the school believes that, despite discussions, the parent or carer continues to ignore advice and not routinely follow government guidance, this may put their child and others at risk. In this situation the school may consider referring to social care for further support.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a physical or emotional threat to another pupil or member of the public
 - poses a health and safety threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. In the case of a breach of government guidance (e.g. social distancing during a Pandemic) the staff member must contact the parent or carer for them to provide guidance to their own child.

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact with pupils. “Reasonable” in this circumstance means using no more force than is needed. Control can be 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 a child back physically or to bring a pupil under control. This is typically used in more extreme circumstances such as separating 2 fighting pupils or with pupils who are hurting themselves or others.

Staff always try to avoid acting in a way that might cause injury.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should depend on individual circumstances.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Searching, Screening and Confiscation

Thomas Johnson Lower School is committed to safeguarding and promoting the welfare of the members of its community. In the general course of school life, given pupils' good conduct overall and taking into account the very good relationships between pupils and staff, it is unlikely that searching pupils will be necessary. However, there may be occasions when it becomes necessary to search the person or the belongings of a pupil.

Separate advice is available in the school's policy for the 'Searching, Screening & Confiscation'.

Anti-Bullying Procedure

Bullying is deliberate, hurtful behaviour, repeated over a period of time, where it is difficult for the child being bullied to defend themselves. The school has a legal duty to draw up procedures to prevent bullying among children and bring these procedures to the attention of staff, parents/carers and pupils.

The three main types are:

- Physical (eg. hitting, kicking, theft)
- Verbal (e.g. name calling, racist remarks)
- Indirect (e.g. spreading rumours, excluding someone from social groups)

Children who are being bullied may show changes in behaviour, becoming shy and nervous, feigning illness, being absent from school, being 'clingy' with adults. There may be changes in levels of concentration, and not wanting to come to school. Children are encouraged to report any anti-social behaviour incidents to staff.

Cyber Bullying: All school staff, parents/carers and pupils all have rights and responsibilities in relation to cyberbullying and work together to create an environment in which pupils learn and develop free from harassment and bullying.

Children are taught how to engage safely and responsibly with internet-based activities, communication and games. Pupils are also taught how to keep safe on the internet and how to communicate on and use the internet appropriately. This is taught through the computing curriculum and within the technology element of the Early Years Foundation Stage Profile. Pupils also take part in Internet Safety Activities.

Incidents of cyber bullying are reported and dealt with in the same way as any other bullying incident. We do, believe, however, that EYFS and KS1 pupils are too young to have social media accounts and we recommend that parents/carers ensure that their children do not access social media sites.

Through our Home School Agreement and our Staff Code of Conduct, all members of the school community, including parents/carers, are asked to use social media and internet based communications responsibly.

Implementation: If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, and a clear account of the incident recorded on CPOMS. The Headteacher will speak to all concerned and will record this on CPOMS. All relevant staff will be kept informed, together with parents/carers of all parties notified and kept informed. Corrective measures will be used as appropriate and in consultation with all parties concerned.

Support for children: Children who have been bullied will be supported by staff in the role of Learning Mentors within the school, so that they have the opportunity to discuss the experience and gain positive strategies for dealing with the emotions they feel. The class teacher, and all staff members, are trained to offer immediate opportunities to discuss the experience, both at the time and subsequently, if the child chooses, in order to help restore the child's self-esteem and confidence.

The school will work with their Mentoring staff to support the parents/carers and wider family and offer reassurance.

Children who have been the perpetrator will be helped by our staff to discuss what has happened, discover why the child became involved, and establish the wrong doing and the need to change. All staff will be key to helping change the attitude of the child and bring about positive change for that pupil. Parents/carers will be informed and the school will work closely with them to help resolve this situation.

Exclusion from school

In the event of particularly disruptive or dangerous behaviour, it may be necessary to exclude a pupil from school. Initially, this would probably be for a fixed period of time. Return to school would be on the understanding that the child and their parents/carers undertake to abide by the normal rules for behaviour laid down in this policy.

A support plan would be put in place to enable the returning child to settle back into school routines. External agencies would be consulted and their advice taken into account as to how best to support the pupil on their return to school.

Permanent exclusion from school would be considered if previous behaviour management strategies had been unsuccessful or if the safety of the other children could not be guaranteed. This would have to be sanctioned and confirmed by the governing body and would be subject to the relevant appeals process.

Unusual circumstances: Bereavement and Mental Health needs are specifically named as factors during a Pandemic, and it must be recognised that extreme behaviour may be a sign of a pupil's experience during their time away from school. In this instance, support should be offered where at all possible before sanctions are imposed that may further increase the pupil's negative experience.

Permanent exclusion is always the last resort. In the case of a pupil whose behaviours increase the risk of transmitting Covid-19 (e.g. deliberately and maliciously coughing/spitting into someone's face or persistently refusing to follow rules that are in place to protect others) a permanent exclusion may need to be considered when all other options have been exhausted.

NOTE: A child who is unable to follow rules and regulations due to their inability to fully understand and comply with such instructions, may be advised that they will be safer at home. This

will be discussed fully with parents and carers in order to protect the child's health and the health of others. This is NOT an exclusion, and the child will be coded as "not required to be in school".

Separate advice is available in the school's 'Pupil Exclusions Policy'.

Pastoral care for school staff

A member of staff, who has been accused of misconduct, will not automatically be suspended pending an investigation. The governing body will instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Evaluation

This policy will be reviewed regularly and be guided by the feedback. Our success criteria will be a calm, purposeful and respectful environment in which everyone feels safe and happy.

Appendix A: Expectations, rewards and reactive strategies

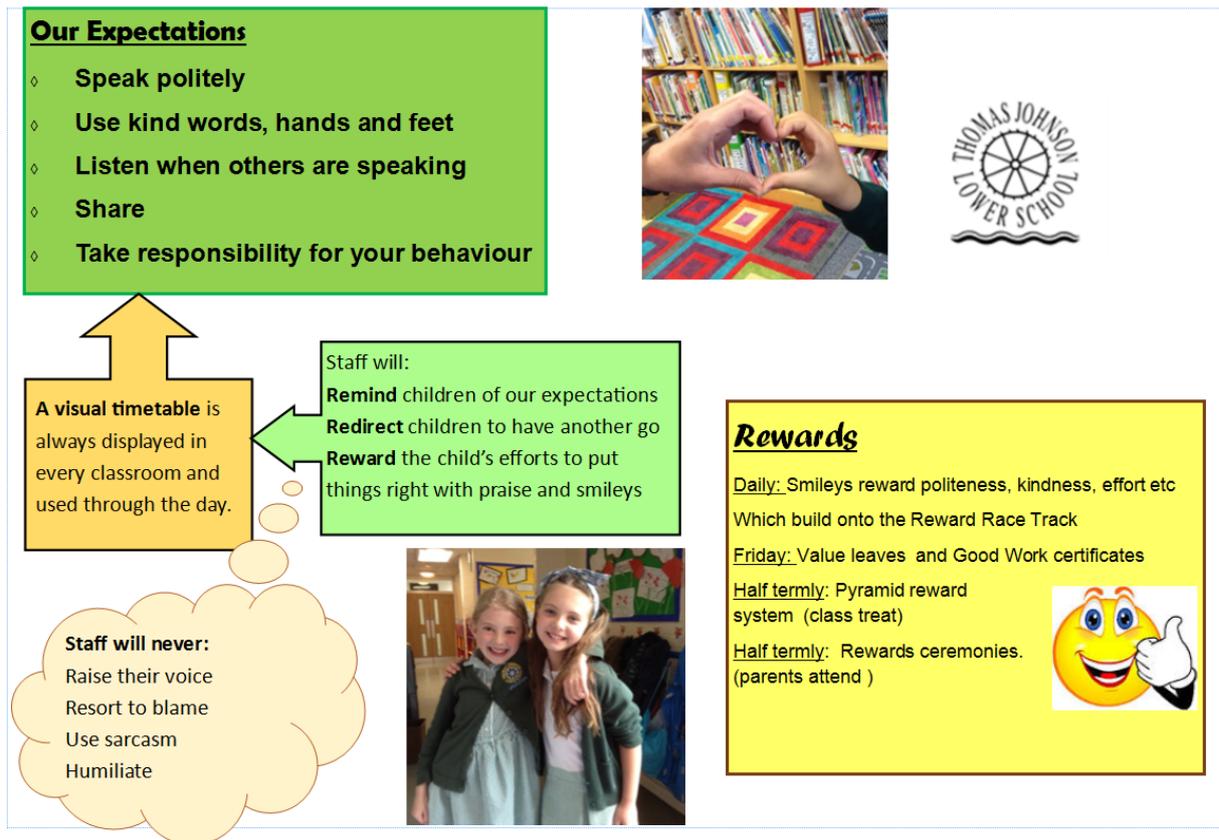


Figure 1

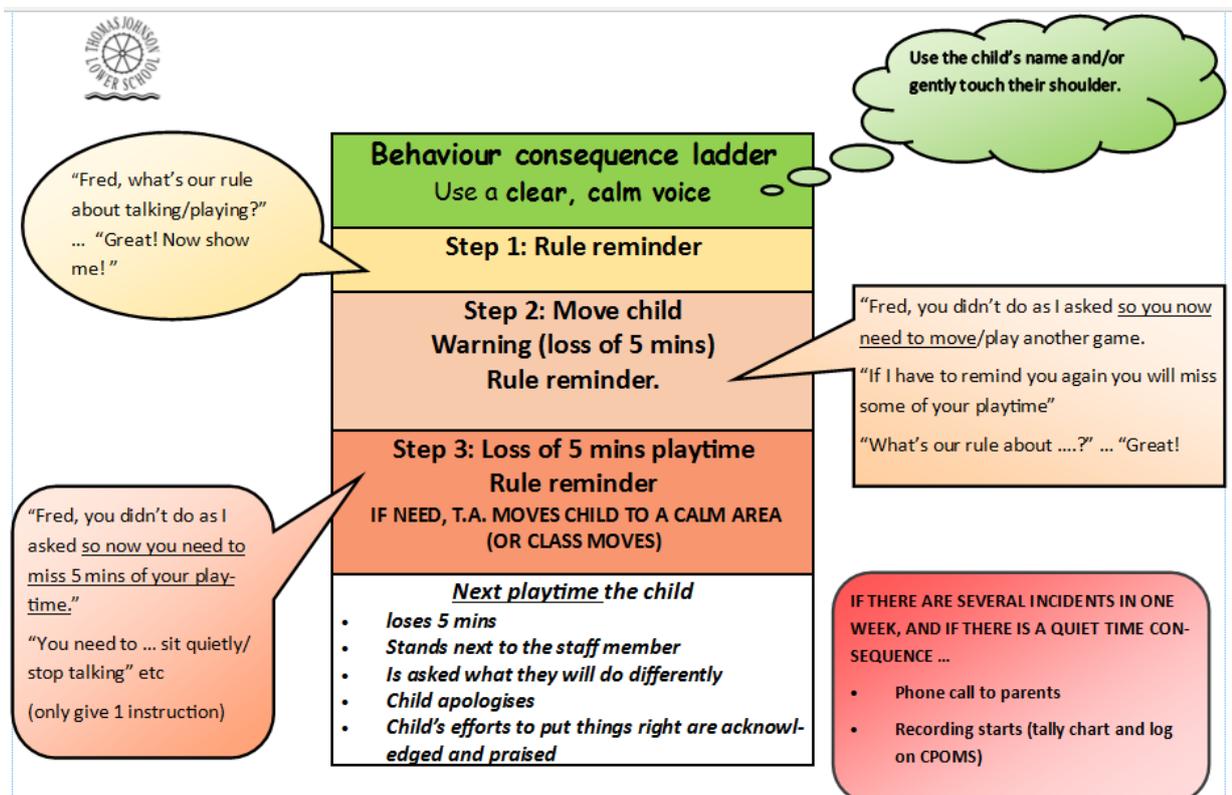


Figure 2

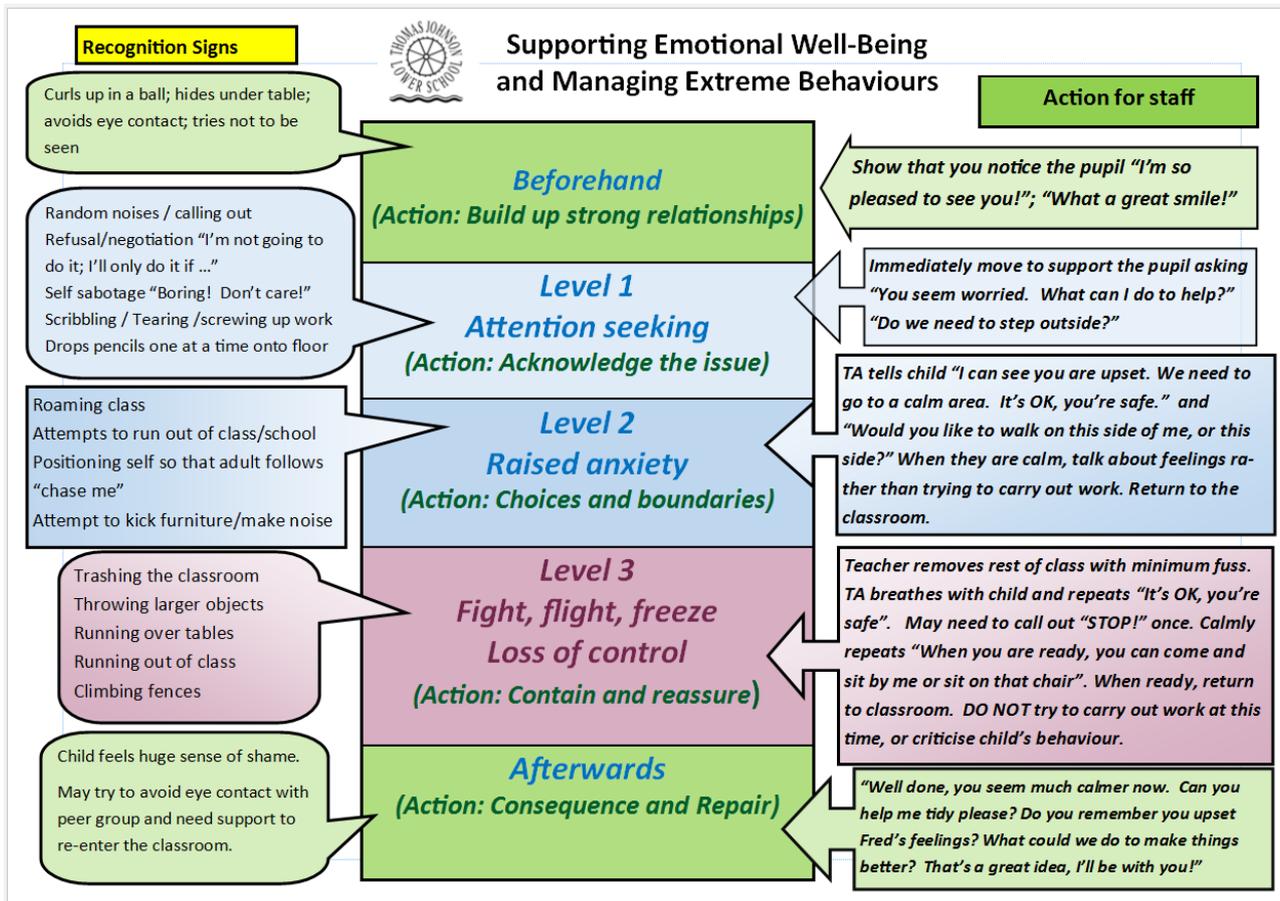


Figure 3