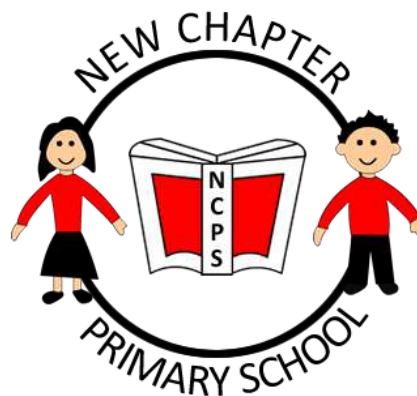


**Milton Keynes Education Trust**

**New Chapter**

**Primary School**



**Behaviour Policy**

<b>Revision</b>	<b>Date</b>	<b>Author</b>	<b>Comments</b>
3.1 amended	01.09.2021	AH	Change to Code of Conduct, focusing on New Chapter values.
10.0 removed 10.0 added			Kindness cup / house points and cup removed. Merits in planner removed. Class value awards added- value dojos awarded. Each values Dojos are counted weekly with the winning class for each value congratulated in Monday's celebration assembly with their photo displayed on the Values board. Value Dojo awards- Individual awards given when children reach 25,50,75,100 (B,S,G,P) for a specific value.
	03.11.2021		Changes noted by LTSW
	25.07.2022	JB/AH2	Revision of rewards structure Behaviour process added – Appendix 1 Amendments to terminology around suspensions and exclusions
	05.10.22		Approved by LTSW
	04.10.23	JB	No major changes noted by LTSW

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## 1.0 Introduction & Guiding Principles

1.1 New Chapter's approach to behaviour management has been written with regard to guidance from DFES on School Discipline and Pupil Behaviour Policies: Behaviour and discipline in schools: guidance for headteachers and staff Jan 2016 (<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>) Getting the simple things right; Charlie Taylor's behaviour checklist ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/571640/Getting\\_the\\_simple\\_things\\_right\\_Charlie\\_Taylor\\_s\\_behaviour\\_checklists.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf)) Behaviour and discipline in schools -Guidance for governing bodies; Mental health and behaviour in schools – Departmental advice for school staff March 2016; Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017; Use of reasonable force Advice for headteachers, staff and governing bodies July 2013; DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies September 2012. 'Use of Reasonable Force in Schools' DfE 2015.

1.2 In the 2012 DfE document "Ensuring Good Behaviour in Schools" all schools have the support of the Government to provide a safe and structured environment in which teachers can teach and children can learn.

1.3 These shared expectations can be summarised as follows:

- a) All pupils show respect and courtesy towards teachers and other staff and towards each other;
  - b) Parents encourage their children to show that respect and support the school's authority to discipline its pupils;
  - c) Headteachers help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
  - d) Governing bodies and Headteachers deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;
- 3) Every teacher will be good at managing and improving children's behaviour.

1.4 New Chapter's approach to behaviour management is based on the belief that building and maintaining positive self-esteem and having widely understood and consistently applied high expectations contributes to effective learning and ensures good academic, social and community development.

## 2.0 Related Policies

2.1 The Behaviour Policy is one of the essential safeguarding policies of the school. It should be read in conjunction with the following policies:

- a) Suspension and Permanent Exclusion Policy;
- b) Safeguarding and Child Protection Policy;
- c) Health and Safety Policy;
- d) Safe to Learn Policy;
- e) Special Educational Needs and Disability Policy;
- f) Diversity and Equalities Policy.

## 3.0 Code of Conduct

3.1 'At New Chapter Primary School we believe in Learning, Love and Laughter and aim to: Achieve our very best; Treat everybody with kindness and respect; Take responsibility for our learning and our actions; Show tolerance and equality by understanding and celebrating difference; Show honesty and integrity in everything we do.

3.2 The Code of Conduct reflects the standard of behaviour everyone attending New Chapter is expected to follow.

3.3 In implementing this code, New Chapter will not accept any behaviour that intends to hurt or belittle someone else. There are no innocent bystanders when learning is being disrupted or when someone is being intentionally hurt by another person or groups of people.

3.4 Students, staff, parents and governors at New Chapter have a responsibility to see that this Code of Conduct works in practice.

## 4.0 Responsibilities

### 4.1 Responsibility of Children:

4.1a We expect all children to understand and follow our code of conduct at all times;

4.1b Children will be expected to help formulate class rules and comply with them;

4.1c Children are expected to be kind, polite and courteous to one another and staff, and warmly welcome visitors into New Chapter;

4.1d Everyone is expected to share in the celebrating of achievements of all members of the school community.

### 4.2 Responsibility of Parents:

4.2a To support New Chapter's behaviour policy and to work with the school when they are asked to do so;

4.2b Parents should always be exemplary role models to our children when on site.

### 4.3 Responsibilities of Staff:

4.3a All staff are responsible for managing behaviour and promoting a positive climate in school with restorative principles guiding practice;

4.3b They should deal with incidents as they arise and ensure they follow the agreed procedures in a fair and consistent manner;

4.3c The class teacher should be informed of any significant incident, which has occurred and if deemed necessary inform the parents;

4.3d Staff must take responsibility for their own professional development relating to behaviour management and support the promotion of a team culture and support colleagues appropriately when the need arises.

### 4.4 Responsibilities of Governors:

4.4a To ensure that New Chapter has a Behaviour Policy and procedures are in place that are in accordance with government and MKET guidance;

4.4b Governors will ensure that this policy is available to parents on request and is on the school's website;

4.4c They will ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers, which comply with guidance from the MK Safeguarding Board and national / MKET guidance;

4.4d The Governing Body will ensure that the senior managers are designated to take the lead responsibility for behaviour management and that staff undertake appropriate training as and when required;

4.4e There is a designated Governor responsible for Safeguarding and Well-being.

## 5.0 Shared Expectations

5.1 Clear, reasonable and shared expectations should be consistently enforced both inside and outside the classroom. We should be thoroughly intolerant of any behaviour that hinders others.

5.2 We promote good behaviour by teaching children the value of:-

**5.2a Mutual respect** – including adults, peers, younger and older children. Showing respect and valuing each other regardless of race, religion, gender or disability. Bullying or racial harassment are not tolerated and appropriate action will be taken to deal with any such problems.

**5.2b Tolerance** – an understanding and acceptance of each other's differences, strengths, weaknesses.

**5.2c Honesty** – teaching children the importance of being open and honest, recognising and praising children for their honesty.

**5.2d Kindness**– promoting a caring ethos between children and adults. Ensuring children and adults alike are polite and courteous towards each other.

**5.2e Accepting responsibility** – children learning to accept responsibility for both their learning and behaviour.

**5.2f Integrity**- teaching children to have strong moral principles and make the right choices even when no one is watching.

**5.2g Equality**- developing an ethos that all individuals are valued, their thoughts and opinions are valid and every child has equal opportunities to achieve.

## **6.0 Discipline in schools – teachers’ powers**

6.0a 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 90 and 91 of the Education and Inspections Act 2006).

6.0b The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

6.0c Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

6.0d Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.

6.0e Teachers have a power to impose detention outside school hours.

6.0f Teachers can confiscate pupils’ property.

## **7.0 Practice**

7.1 High standards of behaviour are built upon the consistent and fair enforcement of the Code of Conduct and our combined efforts to motivate students to fulfil or exceed their potential.

7.2 New Chapter staff should strive to manage behaviour in a way that promotes positive attitudes to learning and relationships with others. Good behaviour should be recognised and reinforced using a range of rewards.

## **8.0 Strategies used to promote good behaviour:**

8.1 No member of staff should ever feel it is a sign of weakness if they are having problems with classroom behaviour.

8.2 Staff should learn from each other, looking at how different teachers support different children.

8.3 We believe that good behaviour management is characterised by:

- a) always trying to be positive with children.
- b) establishing our ground rules, i.e. routines and expectations, early on and consistently and fairly enforcing them.
- c) continually referring to children who are doing well and following these rules (and the positive effects this brings). When a child misbehaves relating what he/she has done to these rules and explaining how the rules have not been followed.
- d) separating the incident (and your reaction to it) from the child. Always ensuring that the individual concerned appreciates that you like him/her but are disappointed by the poor behaviour related to the incident in question.
- e) saying what you mean and meaning what you say by always carrying things through i.e. being consistent in what you say and what you do.
- f) give the child a choice;
- g) always working in partnership with parents — getting them into school as soon as an issue develops. Being positive with them but at the same time being frank.
- h) avoiding false praise – always try to find something genuine to praise. Praise given should be earned.
- i) setting specific behaviour targets for a small number of students (let them know what they are). Trying not to confuse these with SEN targets. Giving the students concerned, something to aim towards.
- j) catching them behaving well (especially the ones who are more challenging). Sometimes it can be a case of letting them know that you have noticed and are pleased.

- k) completing the incident reports when behaviour is unacceptable (this is particularly good for establishing an evidence base when talking to parents). Ensure you are consistent with completing them and the children do not see this.
- l) using the class traffic lights to reward students in addition to the school's reward system.
- m) maintaining structure within the classroom. Establishing clear routines and expectations.
- n) not allowing queues to see the teacher. Establishing that students don't get up and go to you, you go to them.
- o) not allowing students to leave their seat unless you request it – there should be minimal movement around the class.
- p) use of the traffic lights to indicate need for support.
- q) use of music to create a calm learning environment, especially when independent work is expected.
- r) always keeping things in perspective when dealing with anything to do with a child's behaviour. They are children and learning how to treat others is part of being a child. It is vital we coach them through an incident so they have a full understanding of what took place.
- s) trying not to let any issue become a drama for you: try to remain calm, measured and professional. Remember you are dealing with children, not adults. Always allow children to start each day afresh.
- t) remembering that continually raising your voice is not likely to prove a successful control strategy on an ongoing basis. There may be a place for raising your voice, but the less you do it, the more effective it is likely to be when you do use it. Bringing your voice down to a very soft, low level often produces the desired response in the children and do not become drawn into an argument.

8.4 A range of strategies will be used at different times and in different situations and should be appropriate to the individual's uniqueness:

- a) ensure the classroom and resources are arranged to facilitate a good classroom climate;
- b) establish class rules. Keep to them and ensure the children know and understand them;
- c) establish class targets i.e. Learning Life Skills;
- d) staff have planned, organised and are ready for lessons. Maintain a high profile in the classroom, circulate, scan the classroom, use eye contact, intervene as appropriate, ask questions, no long periods of sitting on the carpet;
- e) praise good behaviour i.e. catch them being good;
- f) notice misbehaviour, deal with it as appropriate.

8.5 All informal contact contributes to standards of behaviour. Staff should manage behaviour by taking the initiative at every opportunity.

All staff should:

- a) greet students and use their names whenever possible;
- b) start the dialogue;
- c) uphold the Code of Conduct by challenging inappropriate behaviour – to ignore it is to condone it;
- d) set high standards of speech, manner and dress;
- e) encourage students to move promptly and sensibly around the site.

## 9.0 Expectations during lessons:

9.1 Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons invariably generate good behaviour and earn respect.

9.2 At the beginning of the lesson / activity:

- a) be in the classroom before the children and begin lessons on time;
- b) ensure children enter the room in an orderly manner;
- c) acknowledge children as they enter the room, give them a cheerful welcome;
- d) monitor uniform and respond appropriately.

9.3 During lesson /activity:

- a) everyone is to listen when the teacher / Learning Support or anyone else is talking to the class;
- b) children raise their hand if they wish to contribute to class discussions (unless instructed otherwise);
- c) ensure that everyone upholds the Code of Conduct;
- d) no child is to leave the room without permission;
- e) children should not approach the teacher if they need help, instead the supplied traffic light cards can be used to indicate this.

9.4 At the end of the lesson / activity / end of the day:

- a) children to pack away only when instructed to do so;
- b) children to put away equipment and arrange furniture neatly as directed. The room should be left in a clean and tidy condition;
- c) dismiss children in a calm and orderly manner.

## 10.0 Incentives to promote and recognise good behaviour:

<b>Star of the Week &amp; Certificate</b>	Children have their photograph displayed in the display area of the main foyer. In addition to this, the children are presented with their 'Star of the Week' certificate in Monday's assembly.  A bench will be placed at the right hand side of the hall for all assemblies for that week. Star of the week children will sit on this bench.
<b>Core Value Awards &amp; Certificates</b>	Children are presented with their 'Core values Award' certificate in Monday's assembly.  A bench will be placed at the left hand side of the hall for all assemblies for that week. Value awards children will sit on this bench.
<b>Class Value awards</b>	Value dojos awarded in class. Each values Dojos are counted on a weekly basis with the winning class being congratulated in Monday's celebration assembly with their photo displayed on the Values board.
<b>PE Star of the week</b>	Celebrated in assembly. These relate to the current focused value. Children receive 2x dojo for this value.
<b>Dojos</b>	Awarded to children displaying the school values (maximum of 2 per act). Children can change their Dojo character when they achieve multiples of 30.
<b>Value Dojo Awards</b>	Individual awards given when children reach 25, 50, 75, 100 (B, S, G, P + Wristband) for a specific value.
<b>Class Dojos</b>	When a class achieves 30 class Dojos they earn a whole class reward, which has been pre agreed with the class teacher.
<b>Lunch Time Behaviour Award</b>	Children are given a sticker to recognise their positive behaviour at lunch time. Children will inform their teacher on their return to class and they will receive a Dojo. The class with the most playground stars each week will earn 10 minutes extra playtime.
<b>Space Race</b>	This runs from the start of the day. Children's rockets are moved up for attitude to learning, work etc.. Children move up not down.
<b>Attendance Certificates &amp; Class Attendance Cup</b>	It is reported in weekly newsletter, class with highest attendance receives the cup.
<b>Star Learner of the Day</b>	Children receive a slip if they have been awarded this. The following morning children receive the crown (to wear or place on their desk), the star learner pencil case and a reward from the random reward generator.
<b>Star of phonics</b>	Children receive a slip if they have been awarded this. One child per group is selected each session.
<b>Whole school events</b>	Invitations to selected events i.e productions at WH, meeting the mayor
<b>Stickers</b>	Awarded for effort, progress or attainment – other staff are encouraged to ask the child why they have been awarded a sticker



<b>Deputy &amp; Headteacher's stickers</b>	Staff to speak to DH or HT and arrange a time when the student can come to collect sticker. They must bring their work with them when collecting a sticker.
<b>Class Responsibilities</b>	Weekly roles can be given to children to recognise good behaviours.
<b>Hot Chocolate with the Head</b>	Each week the Headteacher will invite certain children who have been nominated by teachers to have hot chocolate with him.

## 11.0 Strategies used to reduce challenging behaviours

11.1 "Challenges" are normal where young people are learning and testing the boundaries of acceptable behaviour.

11.2 Our success is tested not by the absence of problems but by the way we deal with them.

- a) do not react hastily;
- b) avoid confrontation and shouting, especially in front of an audience;
- c) listen;
- d) establish the facts;
- e) judge only when certain;
- f) use sanctions consistently and in a stepped response to misbehaviour.

11.3 Wherever possible, teachers should manage their classrooms in such a way as to avoid incidents occurring. This can be achieved by careful planning of lessons and the anticipation of likely problems, e.g. if it is known that certain students do not work well sitting near each other they should be separated at the beginning of the lesson rather than wait for disruption to occur.

11.4 All students should be aware of our shared expectations of them in and out of lessons. Consistency in enforcing our expectations is the most effective way of ensuring appropriate and responsible behaviour.

11.5 The most important aim when dealing with inappropriate behaviour during lessons should be to minimise disruption to learning.

11.6 Minor irritating behaviour should not be allowed to build up to an incident or confrontation.

- a) it is important to look at the ways we deal with misbehaviour in terms of what we want children to do rather than not want them to do;
- b) use eye contact if appropriate for the individual child you are addressing; as some children may find this distressing;
- c) speak to the child, verbal warning or comment (avoid sarcasm, hostile comments);
- d) when challenging low level disruption sometimes it is better to state the behaviour to allow the child the chance to correct it. e.g. 'please keep four chair legs on the floor';
- e) if the behaviour escalates it is usually more appropriate to speak to the child 1:1, rather than putting the spotlight on them in front of the whole class;
- f) share problems with a colleague; talk to the previous teacher, learning support, phase leader, pastoral team;
- g) send a child to a colleague for a 'cooling off' period remembering never have a child stand outside a classroom or facing a wall. Careful consideration needs to be given to which class we should send a child to, i.e. which age group, the numbers already in the class. Please do not send children to a class with a supply teacher in it or without any work;
- h) involve parents and look at ways of working together i.e. use of positive contact. (This will only be successful if parents accept there is a problem / matter of concern, but we still need to involve them. No parent wants to be told their child is misbehaving but all want their child to behave well. Staff keeping their own records of problems in this situation is useful);
- i) build in privileges; the loss of which will become a sanction;
- j) use incident reports, home school reports;
- k) loss of privileges, play time/lunch time, suspensions;
- l) use of humour can diffuse a situation but needs careful handling.

11.7 Remember that not all children are the same and a strategy that works with one may not be appropriate with another:

- a) only make ‘threats’ you can or intend to carry out;
- b) avoid reprimanding the whole class, it encourages resentment;
- c) avoid confrontation and never get into an argument.

11.8 Dealing with misbehaviour (especially if persistent) is time consuming, draining, frustrating and stressful – it is important to remember this and try to stand back from the situation – a problem which seems insurmountable one day may appear very different or less serious tomorrow.

11.9 Particular children may be identified on the SEN register as having behavioural difficulties. Particular strategies may be identified on an IBP, PSP, and EHCP.

## 12.0 Appropriate sanctions that might be applied in particular circumstances:

12.1 Staff will use their professional judgement and knowledge of the children to sanction unacceptable and inappropriate behaviour.

Issue	Action
<b>Distracting others/talking</b>	<ul style="list-style-type: none"> <li>• Move student to another area of the class</li> <li>• Inform parents at the end of the day (if persistent).</li> </ul>
<b>Continued shouting out or distracting others</b>	<ul style="list-style-type: none"> <li>• Send to another teacher’s class in the same Key Stage</li> <li>• Inform parents at the end of the day.</li> </ul>
<b>Sending outside the classroom should only be used as a temporary calming down action or as an opportunity to speak to the student alone.</b>	<ul style="list-style-type: none"> <li>• No child should be out of the class for more than a minute or so and never unsupervised.</li> <li>• Children should not view this as a punishment but as an opportunity to think calmly about their actions before the teacher speaks to them.</li> </ul>
<b>Continual misbehaviour or lack of effort</b>	<ul style="list-style-type: none"> <li>• Key stage Leader</li> <li>• Refer to Pastoral</li> <li>• Discuss with parent/carer</li> <li>• Miss time at break or lunch to complete work, use a sand timer or a timer on the board.</li> </ul>
<b>Behaviour does not improve despite use of sanctions</b>	<ul style="list-style-type: none"> <li>• Discuss with Pastoral Lead.</li> <li>• Removal from lesson to work away from the class.</li> <li>• Meeting with parents.</li> <li>• IBP</li> </ul>
<b>Extreme behaviour when a child is putting themselves or others at risk</b>	<ul style="list-style-type: none"> <li>• Send another child with a folded note with no details simply ‘pastoral to class X’ to Office or nearest class to get additional adult support</li> <li>• Restraint may be used by staff, in extreme circumstances, as</li> </ul>

	<p>appropriate for the minimum amount of time possible to keep children safe and the appropriate paperwork is completed if this is required (Appendix 3).</p> <ul style="list-style-type: none"> <li>• Removal from a room may require more than one member of staff/ or the rest of the class may be asked to leave the room if the child refuses to follow instructions and is putting themselves or others at risk.</li> </ul>
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12.2 If it becomes necessary to remove a student from the lesson they should be taken by the Learning Support team member to another class within the Key Stage to work.

12.3 If issues continue, a pastoral member needs to be contacted.

12.4 It is very important for staff to keep a log of strategies used with students who persistently misbehave, including support and differentiation of tasks. ABC charts (See Appendix 9) should be completed to show triggers and consequences applied.

12.5 Telephone conversations/discussions with parents must be written up and a copy placed on the student's file.

### 13.0 Pastoral Team

13.1 The Pastoral team work alongside staff in helping develop the necessary social and emotional skills and reinforcing positive behaviour. The pastoral team's aims are to:

- a) provide a caring, happy and secure environment in which our children are happy, valued and safe;
- b) help students to be responsible for their actions and behaviour, and to be sensitive to the needs of others;
- c) develop well rounded individuals who are socially and emotionally aware and respectful of others;
- d) to ensure all students have access to emotional support.

13.2 In specific cases where the disruption is persistent, the Pastoral team will implement New Chapters Behaviour Management programme as detailed below.

13.3 Stage 1 – observations, investigations into behaviour issues/triggers, family problems and time spent with the child unpicking difficulties. Implementing immediate strategies as appropriate and monitor outcomes.

13.4 Stage 2 – Pastoral team to provide 1:1/group interventions and a record kept of specific behaviour incidents and actions on a Behaviour tracker (see Appendix 5). Likewise, if there is persistent disruption in class, a report card will be used by the teacher to monitor the student's specific behaviours more closely and try and introduce positive reinforcements to change behaviours (see Appendix 7). This will be sent home for parents to see at the end of the week.

13.4 Stage 3 – Class teacher to complete an IBP (see Appendix 6) in collaboration with the Pastoral team to implement specific behaviour strategies to support the student further. This will be reviewed on a regular basis.

13.6 Stage 4 – Pastoral Lead will implement a PSP (see Appendix 8) in collaboration with parents/student/class teacher. This is to be reviewed and adapted on a regular basis. Alternative external agencies will be included at this stage.

13.7 If significant/consistent improvement is not made at the current level of support, then this will progress to the next tier to provide further support (tier 2 and 3 do not replace the strategies used at Stage 3, but supplement the support given). Liaising with SENCO regarding possible EHC requirements.

### 14.0 Specific types of misbehaviour in class where action must be taken.

14.1 Sexist or Racist comments

- a) Sexist and racist comments **must** be challenged as unacceptable/inappropriate – “I and others find it ...”

- b) If appropriate to the context staff may wish to discuss the comment with the rest of the class.
- c) If the student was being deliberately offensive they should be reported to the Pastoral Lead. Follow up action may include time out or letter/meeting with parents.
- d) All racist and sexist incidents must be reported to the Pastoral Lead, who will inform the parents and consider whether any supportive work needs to be offered to the pupil. This information will be monitored termly by the LTSW Governors Committee.

#### 14.2 Swearing

- a) If swearing is directed offensively at any member of staff the student should be reported to the Pastoral Lead and the incident recorded on the behaviour incident report.
- b) If swearing is directed offensively at another pupil, the comment should be challenged by the member of staff and appropriate action taken depending on the context. However, it is important that students are made aware that swearing is unacceptable.
- c) Accidental swearing should be commented on and shown to be inappropriate without creating an issue.

#### 14.3 Violent / threatening / dangerous behaviour

- a) Staff have a duty of care and must ensure that all children are safe and are not putting themselves or others at risk of danger;
- b) often such incidents may occur quickly and staff have may have to make a rapid decision /response;
- c) staff should not restrain a child unless the child is putting themselves or others at risk i.e. throwing tables and chairs at other children, kicking, slapping and punching others;
- d) if there is not a member of the Learning Support team who can provide additional support then a child should be sent to get additional support either from a member of the Pastoral team or a member of SMT. Children should be sent to the office to get assistance;
- e) if a child refuses to stop hurting others or refuses to leave the room, the class may have to be removed in the short term until the child can be settled.

#### 14.4 Child on child abuse

- a) New Chapter Primary school takes a zero tolerance approach to child on child abuse
- b) we ask children, parents and staff to be vigilant at all times and report their concerns to a trusted adult as soon as possible;
- c) child on child abuse will be investigated by the SLT;
- d) whilst we appreciate that primary school children are learning how to behave towards others, it is important that sanctions support children to be educated in appropriate ways to talk to others and to understand that certain behaviours may offend or harm another;
- e) it is also important to ensure that they victim is supported and understands that the abuse was not their fault or doing.

### **15.0 Response to good playground/dining room behaviour**

15.1 Behaviour stickers are to be given to children by staff at lunchtime, all staff are issued with star stickers to give to children for positive behaviour at lunch time. Children will inform their teacher they have received a sticker on their return to class and a Dojo will be awarded.

### **16.0 Detentions**

16.1 Schools have a statutory right (Education and Inspections Act 2006) to use detention as a sanction both within the school day and after normal school hours.

16.2 Under this Act, parental consent is not required for detentions and inconvenient travel arrangements do not affect the right of the school to impose a detention.

16.3 The school believes detentions are a valuable tool in reinforcing the school's Behaviour policy. Any pupil, who misses a detention, for whatever reason, must re-serve the detention.

16.4 Students will complete work relating to the infringement in silence.

16.5 Notification: We will always attempt to contact parents by telephone and/or text if their child is issued with a detention. Unless there are extenuating circumstances this will be served at the end of the day or on the next day, which may be the same day depending on when the sanction was issued. Staff also inform pupils.

16.6 The school is not required to give 24 hours notice for an after-school detention. The safe return home of the pupil remains the prime responsibility of the parent or carer.

## **17.0 Sanctions and strategies applied:**

17.1 These will depend on the context and any previous incidents the student may have been involved in.

17.2 Account will be taken of SEN, disability and the needs of vulnerable children in deciding appropriate sanctions.

- a) community service, e.g. cleaning / tidying;
- b) charge for cost of replacing/repairing damaged property;
- c) behaviour report;
- d) meeting with parents;
- e) withdrawal from lessons;
- f) Individual Behaviour Plan;
- g) Pastoral Support Programme;
- h) suspension;
- i) PRU application for short term placement;
- j) Governors' disciplinary committee;
- k) permanent exclusion;

17.3 Suspension or Permanent Exclusions – see Suspensions and Permanent Exclusions policy.

Only the Headteacher may implement a suspension or permanent exclusion. In these circumstances the Headteacher will adhere to statutory guidance on suspensions and permanent exclusion as set out in the 2022 DFE document "Suspension and Permanent Exclusion guidance July 2022"

17.4 Individual Behaviour Plan (IBP)

If a child consistently does not comply with the school behaviour policy, an IBP will be developed. This will involve consultation with all staff who work with the child. The process will involve discussing the behavioural needs of the child, any triggers, preventative strategies and management strategies for when the behaviour arises. Clear targets will be set and a timeframe for review stated.

17.5 Pastoral Support Plans (PSP)

If the targets set in the IBP are not achieved in the timeframe stated, the child involved will be escalated to an PSP. Pupils, who give continued cause for concern for behaviour, will be issued a "Pastoral Support Plan" or P.S.P. This will normally involve consultation with the parent, pupil, teacher and pastoral representatives for the school and if appropriate representatives from outside agencies. The PSP is essentially an action plan which will set individual targets for and by the pupil and will lay out strategies to support the pupils to overcome challenging behaviours. The document will also include parental and school responsibilities as well as those of the pupil. Failure to improve behaviour after a given period of time on a pastoral support plan, may result in a permanent exclusion. (See Suspension and Permanent Exclusions Policy)

17.6 Milton Keynes Primary Referral Unit (PRU)

If a child continues to struggle with the expectations of the school or there is a one off serious incident, the school is part of the Milton Keynes Primary Inclusion Partnership and, through this partnership, may apply for a place at Milton Keynes Primary Pupil Referral Unit. MK PRU is classed as alternate provision; they work with children so that when they return to their mainstream school they are successful.

The main aim of alternative provision in the primary sector is to refocus children to be successful in mainstream school. Depending upon the individual that will take different lengths of time based around individual need. It is therefore hard to be exact as to how long any placement will be. As a minimum we would expect a placement to be twelve weeks and many longer than that. Children are admitted to MK PRU via a monthly Primary Alternative Education Panel. An Information Passport document is created and shared with the panel. This details the areas of concern and strategies already implemented to support the child. The panel meet bi-weekly to discuss referrals.

Milton Keynes Primary Pupil Referral Unit, URN 134310, current Ofsted rating Good  
Shenley Road  
Romans Field Site  
Bletchley  
Milton Keynes  
MK3 7AW

## **18.0 Looked after pupils and those with special educational needs**

18.1 Pupils with an EHCP or with particular educational needs or looked after children are expected to follow the school's Behaviour Policy, and comply with all sanctions.

18.2 Where behaviour is incurring a risk of suspension or permanent exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the pupils are being supported and that "reasonable adjustments" are set in place to support the pupils' needs better.

## **19.0 False allegations against members of staff**

Under the Education Act (2011), the school reserves the right to take disciplinary action against any pupil that, in the view of the Headteacher based on the evidence before him/her, has made a serious, malicious allegation against a member of staff, which is unproven. This may result in a suspension or permanent exclusion. (Please refer to the school's Suspension and Permanent Exclusion Policy).

## **20.0 Restorative Practise**

20.1 All staff have been trained to use restorative principles when dealing with poor behaviour or incidents between children. Circle Time is used to develop a class' collective responsibilities and address issues.

20.2 Stage 1:

- Spoken to by a member of staff at the time of the incident using a solution focused initiative

Key questions to be used:

- What happened?
- Who does that affect?
- How did that make them feel?
- What do you need to do differently next time?

20.3 Stage 2:

- Where the behaviour has resulted in a break down in relationship between students/staff the Restorative process is initiated - all staff have had training – this takes place between all parties involved and is

facilitated by a staff member who has had no involvement in the incident. Prior to the meeting it is important to get verbal agreement from all parties that they are happy to be involved.

Key Questions to be used:

- What happened?
- How did you feel?
- How did you think that made the other person feel?
- Who else has been affected? How?
- What can you do to put things right?

All parties should be supported to reach an agreement on what they will do to put things right.

If a pupil refuses to engage in the Restorative Meeting then sanctions will be put into place, for example, Time Out.

20.4 Stage 3:

A zero tolerance approach will be adopted with a robust response to poor behaviour: particularly from repeat offenders.

## **21.0 Student Safety**

- a) if possible, break up fighting without putting yourself at risk of injury. If necessary send for help;
- b) remove students involved from the scene of an incident and disperse onlookers;
- c) check for any physical harm and ensure injuries receive appropriate treatment;
- d) place students in separate areas.

## **22.0 Use of force to restrain students**

22.1 The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a student from:

- committing a criminal offence
- injuring themselves
- damaging property
- acting in a way that is counter to maintaining good order and discipline

22.2 DFE guidelines state the following: "All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline."

22.3 The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of reasonable and proportional force.

22.4 Staff other than teachers and volunteer helpers are also able to use reasonable force if necessary, in the above circumstances, provided they have been authorised by the Headteacher to have charge of students.

22.5 The Headteacher or Deputy Head MUST be informed immediately of any incident involving the use of reasonable and proportional force. Parents will be contacted as early as possible to allow an opportunity to discuss the incident.

22.6 Any incident involving force must be recorded and the situation evaluated by the Headteacher (see Appendix 3).

22.7 For students where it is deemed that force may need to be used on a regular basis a positive handling plan will be completed and agreed with by parents (see Appendix 4).

22.8 However, schools do not require parental consent to use reasonable force.

22.9 Headteachers 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.

## **23.0 Monitoring and Evaluation**

23.1 Incident reports must be completed for all children involved in incidents deemed inappropriate (see Appendix 2). The adult who has dealt with the incident must complete the appropriate reporting form, which is then handed to the Pastoral Lead.

23.2 If a child has a number of behaviour reports, the Pastoral Lead will meet with the class teacher and parents to discuss the behaviour and develop supportive strategies. A PSP will be considered and, if necessary, other agencies may be invited to offer support to the pupil or family.

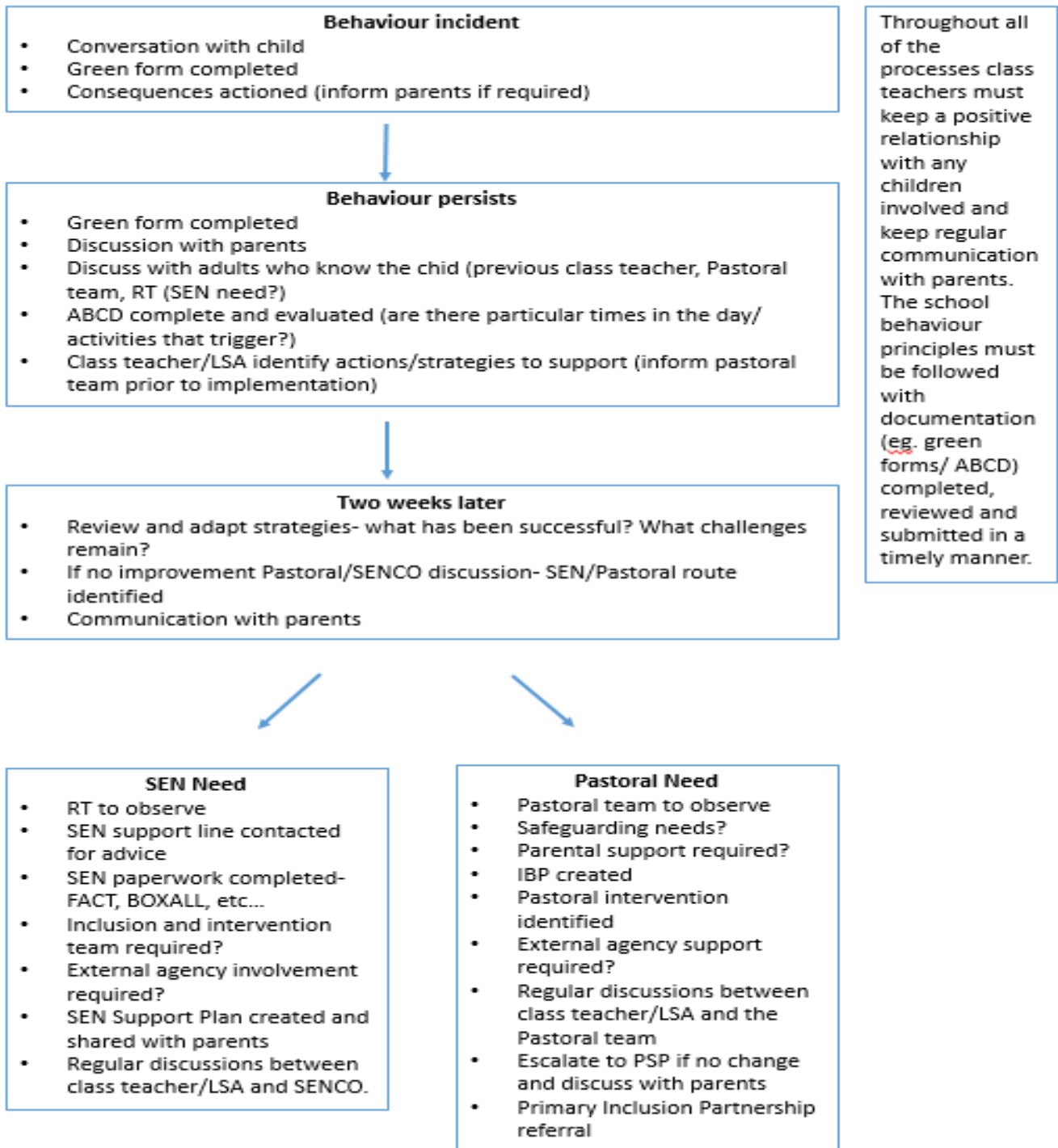
23.3 It is the responsibility of the Headteacher to report annually to the Governing Body on the effectiveness of the policy and the tracking of behaviour reports.

23.4 The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.



## Appendix 1- The Behaviour Process

### The Behaviour Process



## Appendix 2 Behaviour Tracker

### Behaviour Incident Tracker

Staff Name:		
Child's Name:	Class:	
Other Children Involved:		
Date:	Time:	Location:

Type of Incident:

Disruptive behaviour		Causing injury- Pupil	
Verbal abuse- Pupil		Causing Injury- Staff	
Verbal abuse- Staff		Damage to property (school or pupil)	
Defiance		Fighting	
Leaving lessons without permission		Other (please describe below)	

Brief description of Incident:

--

Action taken:

Action	Description/ further information
Conversation with child	
Restorative conversation	
In-class sanctions	
Parents informed	
Pastoral team/ SMT involved	
Other:	

Pastoral/SMT

Further action required
-------------------------

### Appendix 3 Physical Report

#### Physical Intervention Report

Date of Incident: \_\_\_\_\_ Time: \_\_\_\_\_

Pupil involved: \_\_\_\_\_

Staff Involved: \_\_\_\_\_

Pupil/staff Witnesses: \_\_\_\_\_

Describe circumstances leading up the incident:

Describe all attempts to de-escalate the situation before positive handling was used:

Reason for using physical intervention

- |  |        |
|--|--------|
| Was the pupil/staff concerned at risk of injury?   | YES/NO |
| Were other children liable to injury?              | YES/NO |
| Was property about to be damaged?                  | YES/NO |
| Was the child trying to run away?                  | YES/NO |
| Was this used as part of a Positive Handling Plan? | YES/NO |

Describe the type of physical intervention used. If pupil was held, state approximate duration:

*Describe the pupils behaviour immediately following the release of any hold until normal activities were resumed:*

Injuries (include details of any medical attention)

To pupil: \_\_\_\_\_

\_\_\_\_\_

To staff: \_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Review of Incident – By Headteacher

Parents notified of event:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Could other preventative measures have been used? YES/NO

Were positive handling strategies effective? YES/NO

Should the Positive Handling Plan be adapted or does a new plan need to put into place? YES/NO

Signed: \_\_\_\_\_

## Appendix 4 Positive Handling Plan

### Positive Handling Plan

Pupil Name: \_\_\_\_\_

Date: \_\_\_\_\_

People involved in developing this plan (must include parents/carers):

Why does the child or young person require a PHP?

Details of the strategies that create the most appropriate environment for this pupil making it less likely that physical intervention would be required.

Details of the strategies that may de-escalate a situation.

Detail the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).

Details of the persons who are authorised by the head teacher to hold the pupil if necessary:

I, the parent/carer of \_\_\_\_\_ have discussed this positive handling plan and agree to \_\_\_\_\_ being held safely if their staff assess that there is no alternative for his/her own safety or the safety of others.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

On behalf of the staff of New Chapter Primary School, I undertake to ensure that we inform the parents/carers of \_\_\_\_\_ on each occasion that we have to hold safely.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Review of Plan: \_\_\_\_\_

## Appendix 5 Behaviour Tracker

<b>Name:</b>		<b>Year:</b>	<b>Teacher:</b>
<b>Date</b>	<b>Behaviour/Intervention</b>		

## Appendix 6 IBP



XXXX's strategies

<b>Behaviour &amp; triggers</b>	<b>Strategies</b>	<b>Review</b>
Behaviours: Triggers:		
Behaviours: Triggers:		
Behaviours: Triggers:		
Behaviours: Triggers:		

# Appendix 7 Report Card



## XXXXXX Goals

Class:		I am listening and focused on what I am doing I am using kind words I am doing brilliantly, I can do this !
Week Commencing:		I need to listen and focus on what I am doing I need to use kinder words I can move back to green, I can make better choices
		I am not listening and focusing on what I am doing I am not using kind words I can go back to green, I need to change my choices

### MONDAY

				Things I did well today:
8.30am-9am				Things I can improve on tomorrow:
9am-9.30am				
9.30am-10am				
10am Assembly				
10.15am-10.45am				
10.45am - 11.15am				
Break				
11.30am - 12pm				
12pm - 12.30pm				
Lunch				
1.30pm - 2pm				How I did at home:
2pm - 2.30pm				
2.30pm-3.15pm				

Name:

Class:

Week Commencing:

	TOTAL	
		If I got more than xx I should celebrate these this weekend!

This week

### TUESDAY

8.30am-9am			
9am-9.30am			
9.30am-10am			
10am Assembly			
10.15am-10.45am			
10.45am - 11.15am			
Break			
11.30am - 12pm			
12pm - 12.30pm			
Lunch			
1.30pm - 2pm			
2pm - 2.30pm			
2.30pm-3.15pm			
Things I did well today:			
Things I can improve on tomorrow:			
How I did at home:			

### WEDNESDAY

8.30am-9am			
9am-9.30am			
9.30am-10am			
10am Assembly			
10.15am-10.45am			
10.45am - 11.15am			
Break			
11.30am - 12pm			
12pm - 12.30pm			
Lunch			
1.30pm - 2pm			
2pm - 2.30pm			
2.30pm-3.15pm			
Things I did well today:			
Things I can improve on tomorrow:			
How I did at home:			

### THURSDAY

8.30am-9am			
9am-9.30am			
9.30am-10am			
10am Assembly			
10.15am-10.45am			
10.45am - 11.15am			
Break			
11.30am - 12pm			
12pm - 12.30pm			
Lunch			
1.30pm - 2pm			
2pm - 2.30pm			
2.30pm-3.15pm			
Things I did well today:			
Things I can improve on tomorrow:			
How I did at home:			

### FRIDAY

8.30am-9am			
9am-9.30am			
9.30am-10am			
10am - 10.30am			
10.30am - 11.15am			
Break			
11.30am - 12pm			
12pm - 12.30pm			
Lunch			
1.30pm - 2pm			
2pm - 2.30pm			
2.30pm-3.15pm			
Things I did well today:			
Things I can improve on next week:			



## Appendix 8 PSP Form

Name		Date of Birth	Year
Date	PSP Number:	Tutor group / Tutor	

<b>Involved in planning this PSP:</b> <b>(include names of teachers and other staff that have provided feedback)</b>	
	Meeting attendees:
	Attendance:

### Overview

Strengths	Outside interests	School interests and responsibilities	Successful motivators

Problem areas <i>Social, emotional and behavioural concerns</i>	Brief Detail <i>Specific behaviours observed</i>	Strategies <i>To develop skills and reduce difficulties</i>	Multi agency Action <i>Support offered by parents and professionals at home and school</i>

### Review

Review	Purpose	Date	Time	Venue	Expected to attend
Two week check	<i>Ensure procedures are operating</i>				All those attending the initial meeting.
Eight week appraisal	<i>Initial evaluation of approaches; modify programme</i>				As above
Sixteen week review	<i>Evaluate the progress made to keep pupil in school</i>				As above

Pastoral Support Programme **Under DfEE Circulars 10/99 & 11/99 and guidance from the Social Exclusion Unit, the Home Office and the Department of Health.** A Pastoral Support Programme is a "school-based intervention to help individual pupils better manage their behaviour... for those whose behaviour is deteriorating rapidly" IEP attached

# Appendix 9 ABCD



The ABCD Chart		Name of Child:		
Date/time and staff present	A	B	C	D
	<b>A Antecedents (triggers)</b>	<b>B Behaviour of Concern</b> (be specific, not general e.g. aggressive, rude, disruptive)	<b>C Cause Purpose/function of behaviour- Why is it happening?</b> (Sensory/stimulating, tangible, escape (inc from demands), attention or interaction, pain, due to characterises of ASD, environmental etc)	<b>D Do</b> <b>What are the adults/school going to do differently to reduce the likelihood of the behaviour happening again?</b>

