



Behaviour Policy (including Acceptable Touch Policy)

Key Values

Respect Responsibility Simplicity Caring
Thoughtfulness Tolerance Trust
Understanding Hope **Honesty**
Co-operation Appreciation Courage

1 Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual **trust** and **respect** for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a **responsible** and **caring** way. It aims to promote an environment where everyone feels happy, safe and secure.

2. Values

- 2.1** We have core values that we expect every member of the school community to follow and **respect**. These values will be reinforced and constantly used throughout the school. An agreed set of sanctions will be consistently used when our values are not followed.
- 2.2** The school expects every member of the school community to behave in a **respectful** way towards each other.
- 2.3** We treat all children fairly and apply this behaviour policy in a consistent way.
- 2.4** This policy aims to help children to grow in a safe and secure environment, and to become positive, **responsible** and increasingly independent members of the school community.
- 2.5** The school rewards good behaviour, as it believes that this will develop an ethos of kindness, **tolerance**, **understanding** and **co-operation**. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3. Rules

At Badbury Park Primary School we have whole school rules. We will display our rules around the school, both inside and out, so it is clear to all staff, pupils and any visitors what we expect at Badbury Park. In addition to this, each class will set its own rules at the start of the year.

Whole School Rules/Values:

We treat other people the way we would like to be treated ourselves.
(Appreciation and Tolerance)

We are kind, polite, helpful and aware of other's feelings.
(Caring and Co-operation)

We always listen carefully to others and think about what they say.
(Thoughtfulness and Understanding)

We respect our school, its surroundings and our equipment.
(Respect and Trust)

We try our best, work hard, and learn from our mistakes.
(Courage)

We always tell the truth
(Honesty)

3 The Role of Teachers

- 3.1** It is the responsibility of the class teacher to ensure that the school and class rules are enforced, and that their class behaves in a responsible manner during lesson time.
- 3.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teacher treats each child fairly and enforces the Rules consistently. The teacher treats all children in their class with **respect** and **understanding**.
- 3.4** If a child displays unacceptable behaviour repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if the unacceptable behaviour continues, the class teacher seeks help and advice from appropriate senior members of staff (see appendix 1).
- 3.5** The class teacher liaises with the SENCO who may then choose to contact external agencies, as necessary, to support and guide the progress of each child.
- 3.6** The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The Role of the Headteacher

- 4.1** It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.3** The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The Role of Parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We display the school rules in the classrooms, and we expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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.
- 5.4** If the school has to use reasonable sanctions towards a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and

then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The Role of Governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 6.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

7. Rewards and Sanctions

We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their class teacher or keyworker. We work with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Nursery

- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the nursery.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and are recorded in our Incident Book. A parent is informed on the same day and signs in the Incident Book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.

We praise and reward children for good behaviour in a variety of ways:

- We add children and their work to our recognition board.
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit away from distraction.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This may be during a break time or even, on rare occasions and when deemed absolutely necessary – after school.
- If children have to miss some or all of a break time, staff must ensure that children do get some break during the day. Only on rare occasions can a child stay after school, but never longer than 10 minutes, with parents being informed, where their children are and why they will be late. Anytime a child is kept for 10 minutes after school, the Headteacher or a senior member of staff must be informed.
- If a child is disruptive in class, the teacher reprimands him or her. If a child displays unacceptable behaviour repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

- 7.1** If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child will receive a sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 7.2** If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. When the teacher has tried to solve social issues with a child or group of children and feels that they require more help they must make a referral to our Inclusion Team.
- 7.3** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

7.4 Peer-on-Peer Abuse:

Children might be vulnerable to abuse by their peers. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

If staff believe peer-on-peer abuse has occurred, it must be reported immediately to the Designated Safeguarding Lead, Louise Dance.

The school's Safeguarding policy details procedures to follow when dealing with Peer-on-peer abuse.

7.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in SBC policy which the governing body have fully adopted.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with borough guidelines on the restraint of children and recorded in a Bound Book (incident management log) and on a restraint of pupils pro forma. Staff have received Team Teach training. Only staff who are trained in these methods are to restrain pupils and are to follow the Team teach methods and values when doing so. Any staff receiving injuries must complete an accident form. (Appendix 3)

8 Fixed-term and Permanent Exclusions

8.1 Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.2 If the Headteacher permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

9 Monitoring

9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The Headteacher records those incidents where a child is sent to him/her for significant behaviour issues. These are recorded in the management of incidents log.

9.3 The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

- 9.4** 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.

10 Review

- 10.1** The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved

In summary, after attending Badbury Park Primary School we would like our children to be literate and numerate, having a degree of independence and an awareness of others and a sense of their own worth, to be capable of learning, to have a desire to learn and to be able to develop their capacity for learning.

The school believes that good relationships must exist with mutual **respect** between teachers and pupils, teachers and teachers, pupils and pupils, and teachers and parents. In creating the positive ethos of the school teachers must have high expectations of pupils' behaviour and their work.

Signature of Chair/Vice-Chair: Date:

Signature of Headteacher: Date:

Links to DfE Statutory Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School attendance parental responsibility measures statutory guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831 Exclusion Stat guidance Web version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Acceptable Touch Policy

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate way at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general times we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the children's shoulders.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This can be done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting

At our school we discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug.

At times, children may in crisis or distress, hold you in a way which is not described as above. If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care, therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependant on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to this school. If you have any questions or would like a further discussion regarding this policy please speak to the Headteacher at the earliest available opportunity.

APPENDIX 1

Class Teacher/Head of School

Low disruptive behaviour, in class or playground e.g. talking, arguing, pushing shoving, general one-off incidents. Parents informed, appropriate sanctions followed through.



Executive Headteacher

If behaviour persists and/or increases in severity. Behaviour logs, time with a member of the Trust Inclusion team.

APPENDIX 2

Some useful suggestions for teachers dealing with challenging behaviour:

- Praise children behaving well near a misbehaving child.
- Remember and practise scripts – ‘John, I can see you’re upset... talk and I’ll listen...’
- Wherever possible divert, diffuse and de-escalate ‘problems’.
- Re-visit the School Values and Classroom Rules (both prominently displayed) more regularly we positively reinforce maths skills, rules, knowledge etc why not behaviour? Remind them of responsibilities as well as their rights.
- State expectations calmly and without confrontation – the tone of your voice is as important as the content of what is said e.g. reminding children of the Rules.
- If it is appropriate check that a child understands the simple, clear instructions.
- Use appropriate child-speak if it conveys your message more effectively.
- If it’s appropriate provide a ‘get clause’ – ‘What could you do next time..?’
- Wherever possible give children choices with guided help – it gives them some autonomy and control (“If you don’t do this then...” is a threat that can entrench more opposition.
- Don’t take a child’s behaviour personally – some children will try and exploit teachers’ triggers thus baiting the adult. Disapprove of the behaviour rather than the child (“I don’t expect to hear that kind of language” rather than “You are being rude”).
- Avoid standing over a misbehaving child – it can be inflammatory – stepping back gives the child space to think and choose.
- Acknowledge children’s feelings where appropriate e.g. a dispute between pupils (“I can see why you might have a reason to be angry...”).
- Ignoring some low level attention seeking behaviour, although it is hard to ignore, takes the reinforcement away from the instigator. Praise more positive behaviour (“Now you have put your hand up I can come and help you...”).
- Avoid put-downs, unfavourable comparisons e.g. siblings, or sarcasm - as it can antagonise situation or bewilder children who don’t get your humour.
- Make statements that show care and concern for the pupil, in order to maintain the relationship.
- Make time to listen – if not now maybe later, as there may be more than meets the eye.
- Seeking help from colleagues i.e. progressing through the behaviour steps - is entirely appropriate.
- Reward good behaviour more than poor behaviour.
- Stay in control – control your own feelings and body language first.

Appendix 3 – Positive Handling and Physical Interventions

Positive Handling is defined as ‘the full range of Team-Teach strategies used to de-escalate, diffuse and divert in order to prevent violence and reduce the risk of injury to staff and clients’ (Team-Teach Workbook 2009).

Positive Handling is a broad spectrum of risk reduction strategies. Restraint is only a small part of the framework.

Positive handling is a generic term meaning ‘managing someone’s conduct in a positive way’. It also includes touching – see Acceptable Touch Policy.

Many Team-Teach techniques focus on controlling the arms just above the elbow. As a general rule the hands and arms are neutral zones. Physical interventions should be ‘necessary, reasonable and proportionate’. They are never used for compliance and are not intended to apply pain or dominance on the subject. A reasonable response involves choosing an option which reduces rather than increases the risk.

On rare occasions accidental injury of a child can occur during a struggle e.g. finger-tip bruising. This is unfortunate but sometimes occurs – especially given the nature of children’s reactions to biomechanical disengagements e.g. pulling a teacher’s hair or sweater.

Types of acceptable interventions and the accurate demonstrations are best shown on the Team-Teach website: www.team-teach.co.uk.

Examples include:

- Shoulder holding
- ‘Caring C’s’ to guide a child
- Arm linkages for older children

Disengagements i.e. children grabbing someone’s hair, throat, clothing etc

Staff should avoid sitting children on their laps, hugging, excessive hand holding (which may cause issues with ‘favouritism’).

Team Teach language:

Guide, hold, support, secure, escort, draw forward, ease away, helping hug, cradle hug