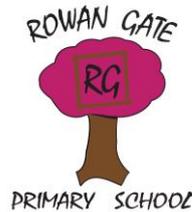


ROWAN GATE PRIMARY SCHOOL



BEHAVIOUR MANAGEMENT POLICY

POLICY REVIEW

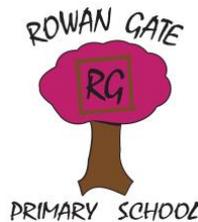
This policy has been reviewed in line with the following: (Reviewer please tick box)

- a) Ensuring the policy is up to date and meets mandatory requirements
- b) Ensuring the policy is fit for purpose and that practice adheres to the policy.

Reviewed January 2021 by Mrs Sue Morris and Miss Maxine Anthony-Hill

Policy will be reviewed again in January 2022 or sooner if needed

ROWAN GATE PRIMARY SCHOOL



BEHAVIOUR MANAGEMENT POLICY

This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.

"This policy reflects the philosophy of the Equality Policy, the Mission Statement and the School Aims in relation to the whole curriculum".

1. Policy aims:

- To provide a consistent whole school approach to behavioural management
- To promote a holistic understanding of the individual behavioural needs of our pupils

2. Philosophy

Rowan Gate Primary School aims to enhance children's education by encouraging and facilitating a positive attitude to learning. We promote the development of meaningful, trusting relationships for all children both with peers and adults. Our broad and balanced curriculum offers appropriately challenging and exciting learning opportunities for every child. We recognise the importance of communication for all pupils and endeavour to provide each child with a voice. We will promote a climate which enables all staff and pupils to feel secure and valued. Our approach to behaviour management focuses primarily on de-escalation strategies and techniques.

3. Aims

All children at Rowan Gate Primary School are encouraged to:

- Strive for excellence in their learning
- Be respectful of others, both children and staff
- Work or play co-operatively with others
- Behave sensibly and safely in all areas of school and community

- Take care of the environment and equipment
- Develop an awareness and understanding of The Five Keys

All staff at Rowan Gate Primary School are expected to:

- Present positive role models
- Work consistently as a team
- Award dignity and respect regardless of race, religion, culture or ability
- Value and respect all children by recognising and celebrating all achievements
- Work collaboratively with parents
- Endeavour to ensure that all children in school are safe, free from bullying or abuse of any kind

4. Principles

At Rowan Gate we believe that behaviour is communication. All approaches towards behaviour management must maintain the dignity and well-being of the pupil. We as staff, strive to support pupils to manage their behaviour appropriately, using a range of strategies.

These include:

- Embedding an understanding of our Five Keys
- Staff knowledge of our Code of Conduct
- A holistic approach to behavioural support and management, specifically Team Teach.
- Developing staff understanding of the importance of 'attachment' (Fruit Salad Rooms/Areas)
- Encouraging positive behaviour through the use of praise and rewards

5. Whole School and Legal Guidelines

School policy statements and guidance documents relating to behaviour are:

- School Mission Statement
- School aims in relation to the whole curriculum

- The Home /School Agreement (see appendix)
- Five Keys whole school document
- School Code of Conduct

Documents to support the implementation of this policy are kept in the Pupil Incident Files in the central offices.

These are:

- Antecedents, Behaviour and Consequence charts
- Positive Handling form (numbered)
- Support and Intervention Plan

These are kept in the central offices on each site.

Those staff who need to use positive handling (DfE guidelines on the Use of Reasonable Force) when dealing with a pupil should bear in mind the pupil's sensitivities and sensibilities, their likely perceptions of situations, their emotional state and their levels of understanding. Different approaches may be necessary depending on pupils' ages, gender, level of physical development and the characteristics of their special educational needs. Their previous life experiences and their particular reactions to the school environment may also have a bearing on what might be appropriate.

The school takes responsibility to draw all staffs' attention to:

- Rowan Gate's own staff Code of Conduct
- Team Teach Philosophy and strategies
- Current DfE guidelines on the Use of Reasonable Force

Schools can use reasonable force to:

- *Remove disruptive children from the classroom where they have refused to follow an instruction to do so*
- *Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit*
- *Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others*
- *Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground*

- *Restrain a pupil at risk of harming themselves through physical outbursts*

Schools cannot:

- *Use force as a punishment – it is always unlawful to use force as a punishment.*

The best legal defence would be to show that if any actions taken were in the client's: **BEST INTEREST** and that they were **REASONABLE, NECESSARY AND PROPORTIONATE**.

6. Practices and Procedures.

We should ensure that we create an environment conducive to positive learning, teaching and play experiences throughout the school.

It is understood that positive behaviours are promoted and challenging behaviours can be avoided by ensuring the following:

- An appropriate match between activity and ability
- That all staff interact with pupils in a consistent manner and communicate clearly and calmly
- That pupils are supervised at all times
- That all relevant staff have a clear understanding of what constitutes acceptable / non-acceptable behaviour for individual children (with reference to Individual Pupil Support and Intervention Plans)
- That rules and routines are made clear to all and are applied and followed consistently, including the use of visual and physical structure
- That, where appropriate, class reward systems are in place and used consistently
- Students and volunteers are briefed on pupil behaviour and handling
- That all requirements for positive handling are only carried out using Team Teach methods

Information sharing is viewed as an important aspect of managing behaviour throughout the school. If any approach is to be successful, its meaning is to be made clear to all concerned within and at times outside of the school. It needs to be acknowledged that managing behaviour can at times be stressful and that sharing information can assist in relieving the burden. To facilitate a whole school approach to the management of behaviour:

- The Behaviour Management policy is to be made available to ALL STAFF within the school and to appropriate professional colleagues
- The policy is to be included in the induction package for new members of staff
- Whole school approaches to behaviour management can be discussed within the forum of staff meetings

7. **Support and Intervention Plan**

In a small number of cases pupils may display behaviours for which physical intervention is necessary in order to keep the child and/or other children/staff safe. This behaviour could then be described as “challenging” and require an individualised approach to ensure effective management. A Support and Intervention Plan will, in such cases be devised.

A Support and Intervention Plan is a documented systematic approach towards:

- Assessing causes and reducing challenging behaviour
- Planning, implementation and evaluation of intervention

The following are essential features of a Support and Intervention Plan:

- It is the responsibility of the class teacher who devises it in collaboration with support staff and Team Teach Tutors. Advice from outside agencies, such as Educational Psychologists and OT, may be necessary
- It needs to be shared with all relevant staff
- It works systematically towards promoting greater self-control utilising positive teaching methods
- It needs to be clear in terms of the behaviour(s) it aims to reduce and emphasise skills to be learned that will decrease the likelihood of the undesirable behaviour occurring
- It should determine aspects of the environment that need to be altered to decrease the likelihood of the behaviour(s) occurring.
- It must be reviewed termly and updated where necessary and parents notified of changes to the plan.
- An accompanying letter is sent home with the Support and Intervention Plan for parents/carers to agree and sign. They are invited to contact school with any queries/concerns.

Copies of the Support and Intervention Plan for individual children should be filed in the Pupil Incident File. A copy should be placed in the Class Welcome Book.

8. Reporting and Recording Incidents

All behaviour related incidents must be recorded on CPOMS as a 'Behaviour Related Log' and submitted to the Behaviour Support Team.

If injuries occur to a child as a result of a behaviour related incident, these should be detailed in the entry and submitted to the Accident Team in addition to the Behaviour Support Team.

If injuries occur to an adult as a result of a behaviour related incident, these should be recorded using the online 'LGSS' form.

It is important to recognise that incident reports may be used in disciplinary or legal actions or be the subject of subsequent inquiry or public interest.

As a minimum the following must be recorded:

- Any injuries to pupils, staff, volunteers, students or visitors
- Loss of, theft or damage to property
- Serious or recurrent disciplinary problems involving pupils, staff, volunteers, students or visitors

Positive Handling Forms

All incidents requiring Positive Handling techniques must be recorded on a numbered Positive Handling Form and must be scanned and uploaded onto CPOMS. These forms are obtained from office administration staff.

- The form requests details of the date, start and finish times, the people involved, the background of the incident, the incident itself and the type of de-escalation and positive handling techniques used and the outcome
- Accidents/injuries to the child or others should be recorded on CPOMS/LGSS online form and post incident support offered or provided
- Parents must be informed about incidents involving the use of positive handling
- These should be signed off by a Team Teach Tutor and a member of SLT
- The signed paper copy must be filed in the Pupil Incident Folder kept in each site's office under 'Positive Handling' completed forms

9. Positive Handling

The aim of Positive Handling is to bring temporary, assisted control to a child who has lost self-control and is engaged in behaviour that is dangerous or damaging to self or others or the environment. Positive Handling may be necessary and can form any part of a Support and Intervention Plan in order to provide safety in situations where de-escalation methods alone have been unable to resolve a situation or in which unexpected, dangerous or damaging acts are occurring.

Positive Handling:

- Must be carried out in a sympathetic way that provides a caring and safe situation for the child
- Must be carried out in a manner that preserves the dignity of the pupil
- Whenever possible there should be another adult(s) present when Positive Handling is being used.
- At Rowan Gate Primary School, pupils are never locked in, left alone when distressed, deprived of food or drink, or denied access to a toilet

10. Positive Handling training

The Positive Handling programme for all staff at Rowan Gate Primary School is Team Teach.

All staff receive Level 1 6 Hour Team Teach Training. 6 hour, Refresher Training is completed within 3 years. This is delivered by four qualified Intermediate Team Teach Tutors who are:

Maxine Anthony-Hill
Aldam Mills
Sue Morris
Allison Walker-Bray

11. Exclusion from School

“The decision to exclude a pupil must be lawful, reasonable and fair”. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil’s behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil’s educational needs is required.”

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion (DfE, September 2017).

12. Bullying (refer also to Anti-Bullying and E Safety Policies)

We believe that all pupils should learn and work in a supportive, caring and safe environment without fear of being bullied. Bullying is defined as persistent and deliberate hurtful behaviour which involves systematic abuse of power. Bullying is unacceptable and will not be tolerated at Rowan Gate Primary School. It is the responsibility of every member of the school community to address and/or report all incidents of bullying.

13. Worrying/Unusual Behaviour: Child Protection (refer to Safeguarding and Child Protection Policy)

Staff must immediately report any worrying or unusual behaviour to a DSL via CPOMS

14. Involving Parents and Carers

We value and recognise the knowledge, views and first-hand experience parents/carers have regarding their child. We believe that it is essential to:

- Work in partnership with parents / carers to support their child's behaviour, learning and development
- Define how we contact / involve parents / carers
- Establish a Home School Agreement
- Admission meetings and Annual Review meetings provide an opportunity to discuss pupil progress and plan for the forthcoming year

15. General Staff Procedures on Managing Behaviour

Where there are disagreements, regarding the management of individual pupils between staff, the following guidelines need to be considered:

- First, if possible, try to discuss and resolve the matter openly, not in front of pupils, with the colleague(s) involved. The pupils' Support and Intervention plan should act as a point of reference.
- Second, follow the Line Management procedure. Your Line Manager may:
 - be able to give advice

- seek the advice of the Educational Psychologist or other professionals
- act as a mediator
- be able to convene a management meeting for particular pupils, involving parents and other concerned parties

If any incidents of behaviour management contravening the school policy are observed, or give cause for concern, they should be brought to the attention of the Head teacher or a member of the SLT.

Review - This policy was reviewed in January 2021 and will be reviewed annually.

ROWAN GATE PRIMARY SCHOOL



Head Teacher: Mrs Laura Clarke
Email: head@rowagate.northants-ecl.gov.uk
Website: www.rowagateprimary.co.uk

WELLINGBOROUGH SITE
Finedon Road, Wellingborough,
Northamptonshire, NN8 4NS
Tel: 01933 304970

RUSHDEN SITE
Hayway, Rushden,
Northamptonshire, NN10 6AG
Tel: 01933 351200

Home-School Agreement

In our school we:

1. Ensure your child's safety and happiness
2. Communicate relevant information depending upon your child's needs
3. Provide the highest standard of education and encourage children to do their best at all times and reach their full potential
4. Encourage children to take care of themselves and others around them
5. Encourage children to take care of property and their surroundings
6. Be open and welcoming. Offering opportunities for you to become involved in the daily life of the school

Signed:

Name of Child:

Our family will:

1. Support the school in encouraging our child to do his/her best and respect others and property
2. Support our child by attending open evenings, Good Work Assemblies, 'Come and See' events and Annual Review meetings
3. Communicate relevant information depending upon our child's needs
4. Communicate to the school any specific problems our child may have
5. Inform the school on the first day of our child's absence and everyday thereafter

Signed: