



# Behaviour Policy

**2018-2019**

Including the EYFS

Date	Review Date	Coordinator	Nominated Governor
February 2018	June 2019	Gianna Colizza	Ali Durban

***The Gesher approach is warm, friendly and nurturing. Emotional health and resilience, developing children's independence and learning, is at the core of our vision***

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise that pupil behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment, including the threat of corporal punishment, which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'. Also the threat of corporal punishment.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils. In this respect we refer to the schools Safeguarding Policy and positive handling policy.

We have in place a Sensory Room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead who is the head teacher, Gianna Colizza or Deputy who is our DDSL.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are

identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

As Geshar is a school for special educational needs, all procedures will be individualised and outlined in a behaviour support plans. This policy will be referred to and followed in all procedures set out to support behaviour.

## **Aims and Objectives**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school and pupils.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- The duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- Responsibility to ensure that the school complies with this policy;
- Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;

- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Nominated a link governor to visit the school, to liaise with the Headteacher and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

## Role of the Headteacher

The Headteacher will:

- Determine the detail of the standard of behaviour that is acceptable to the school;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Ensure school personnel apply this policy consistently;
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Model behaviour that he/she wants to see from school personnel;
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- Ensure school take individual children to a calming place to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- Together with the Deputy Head:
  - Maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
  - Praise good behaviour
  - Celebrate successes
  - Ensure staff follow procedures and deal with behaviour in an appropriate manner, ensure that SLT is available for support in this areas consistently and regularly
  - Take action if school personnel do not follow this policy
  - Inform parents of this policy
  - Ensure school personnel praise good behaviour and work
  - Ensure school personnel understand the additional needs of all pupils in their care
  - Have in place clear strategies for pupils who are likely to display challenging behaviour
  - Ensure school personnel are aware of these strategies and apply them
  - Have in place support mechanisms for pupils with behaviour difficulties
  - Ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties

- Ensure the health, safety and welfare of all children in the school;
- Work closely with the link governor;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by analysing:
  - Pupil attitudes to school and learning
  - The views of pupils, parents, school personnel and governors
  - The number of fixed-period and permanent exclusions
  - Incident logs
  - The number of reported cases of bullying
  - Strategies to improve behaviour and discipline
- Make effective use of relevant research and information to improve this policy;
- Annually report to the Governing Body on the success and development of this policy.
- Lead the development of this policy throughout the school;
- Work closely with the nominated governor;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources;
- Monitor school support systems;
- Track pupils through IEPs;
- Create links with parents;
- Deal with external agencies, where appropriate;
- Review and monitor;
- Report to the Governing Body on the success and development of this policy.

### **Role of the Nominated Governor**

The Nominated Governor will:

- Work closely with the Headteacher;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy;
- Report to the Governing Body every term;
- Annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel will:

- Comply with all aspects of this policy;
- Maintain consistency in applying this policy throughout the school;

- Welcome pupils into the classroom;
- Have in place clear classroom routines;
- Maintain consistency in applying these routines;
- Encourage good behaviour and respect for others;
- Praise good behaviour and good work;
- Ensure all work is differentiated;
- Apply all rewards and sanctions fairly and consistently;
- Work with pupils to compile a list of class rules;
- Display class rules;
- Work with pupils to compile a list of sanctions and rewards; where applicable
- Promote self-discipline amongst pupils;
- Deal appropriately with any challenging behaviour;
- Stay calm when dealing with challenging behaviour;
- Apply any behavioural plans of individual pupils;
- Ensure support staff are aware of these plans;
- Be aware of and understand the additional needs of pupils in their care;
- Take individual children when a situation arises to the calming space to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- Have in place and will refer to a visual timetable;
- Discuss pupil behaviour and discipline regularly at staff meetings;
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- Attend periodic training on behaviour management;
- Maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- Work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and to offer solutions to the problem;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community.

## Role of Pupils

Pupils will:

- Be supported to comply with this policy
- Be encouraged to be polite and well behaved at all times;
- Show consideration to others, wherever possible;
- Communicate in a respectful way
- Listen carefully to the teacher, whenever possible;
- Ask for further help if they do not understand;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Follow health and safety regulations in all areas of the school;

- Co-sign and abide by the Home School Agreement, where applicable;
- Take part in questionnaires and surveys, where applicable.

## **Role of Parents/Carers**

Parents/carers are encouraged to:

- Comply with this policy;
- Have good relations with the school;
- Support good behaviour;
- Sign the school's 'Home-School Agreement';
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions
- Be asked to take part periodic surveys conducted by the school;
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## **Sanctions and Rewards**

Sanctions and rewards:

- Must be applied fairly and consistently across the school;
- Must not be degrading or humiliating to any pupil;
- Must be displayed in all classes;

A system is in place to avoid children missing out on sanctions or rewards.

## **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

## **Celebration of Good Behaviour**

Good behaviour is celebrated regularly and praise and encouragement is part of the school ethos.

## **Incidents**

- Serious incidents of challenging behaviour are recorded on an incident sheet. (See Appendix 1 and 2)
- All incidents and reports are to be reviewed by the Headteacher and/or Deputy Headteacher.

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition and periodic curriculum workshops
- Meetings with school personnel
- Reports such annual report to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

## Training

All school personnel:

- Have equal chances of training, career development and promotion
- Receive training on this policy on induction which specifically covers:
  - Maintaining good order and discipline; sanctions that may be used
  - Record keeping, reporting and monitoring pupil behaviour
  - Safeguarding pupils
  - The use of reasonable force
  - Dealing with bullying
  - Pupil support programmes
- Receive periodic training so that they are kept up to date with new information
- Receive safeguarding training on induction and in this respect the school refers to its Safeguarding Policy

## How will we make this happen?

### School Charter

Our **whole school charter** reflects the principles for behaviour in the school which have been agreed by the whole school community. This charter underpins our whole school positive behaviour reward system and outlines behaviours expected in the playground and around school.

### The Principles are:

We respect each other equally

We respect each other's right to be safe

We respect each other's differences

### Class Charter

All members of the school community have roles and responsibilities in promoting and abiding by these principles. Within class, this is promoted by the creation of a **class charter** for each class throughout school. Each charter is created by the

children and staff within the class, and all sign up to it, agreeing to respect the chosen rights for themselves and others.

### Positive Reward Systems

The school will actively seek to encourage positive behaviour and that children respect each other's rights. We believe it is very important to share instances of positive behaviour with everyone. When rewarding a child, it is important for staff to use appropriate positive language (examples below)

### Positive Behaviour Management Includes: verbal rewards

Achievement	Reward	Staff
Respecting behaviours on the classroom charter (written with pupils)	Stickers, marbles or points according to the classroom teachers system	Classroom Teacher, Teaching Assistants, Therapists
Respecting behaviours on the school charter	Counters in a jar. These will be counted every week during a celebration assembly. The winning class wins 10 extra minutes of playtime, given at their teacher's discretion.	All staff
A child shows outstanding work, progress or behaviour	Certificate to announce 'Star of the Week' in celebration assembly	CT to announce this award
The class that shows the most respectful behaviour of the School charter.	Certificate in celebration assembly	Headteacher to announce

### **Sanctions**

The most effective and frequently used sanction is when a teacher discusses the pupil's behaviour with them, helps them to get back on track and to put things right:

- respond constructively and calmly; do not shout;
- separate the behaviour from the person;
- discuss with colleagues and take advice;
- if a pupil is aggressive, be calm, look relaxed, stand still, look at the pupil, use his or her name, acknowledge feelings, offer choices, agree to tackle the problem, give a quiet order and repeat it, use humour not sarcasm, send for help if necessary, move on;
- if a pupil is defiant – look at the pupil, use his or her name, be positive, express dissatisfaction with the behaviour and remind him or her of the consequences, re-direct e.g. focus on work by moving to another pupil, stay friendly and praise for settling back to work.

It is not possible to have an in-depth conversation with a pupil during the lesson. It is much more effective to arrange to see the pupil outside of the lesson to discuss behaviour and positive ways forward.

### ***Moving Pupils***

If you feel you have no alternative but to move the pupil consider:

- Does s/he really need to move?
- Are we at this level because I have lost my temper?
- Would I impose this consequence on any other pupil?
- Is moving the pupil going to make the situation worse?

Stand close to the pupil but not invading personal space, sideways on with an outstretched arm, finger pointing in the direction you wish the child to move. Your whole body language should be one of movement towards the area you wish the child to move to.

Verbal and non-verbal, low-level techniques may well encourage the child to make a good choice and avoid the need for you to raise the level of intervention.

### **Sanctions System**

The school will set up strategies and environment adaptations to support positive behaviour although, for the occasions when individual children find this difficult, it is necessary to have a clear framework of sanctions, one that is understood and accepted by parents, children and all staff. This will also be discussed and written with the classes to ensure SEN is supported. As the school is an SEN school, we believe that behaviour plans, individual risk assessments and positive handling plans must be individual to each child. Expectations cannot be a blanket statement for all pupils. The Headteacher is responsible for ensuring that there is a central sanctions/behaviour log that records the pupil's name, year group, nature and date of the bad behaviour and the sanctions imposed. The senior leadership team is responsible for monitoring the log so that patterns can be identified and appropriate

action taken taking into account the needs of all pupils including those with SEND.

Behaviour plans will be written up on an individualised basis. These plans will be written by the class teacher and reviewed by all staff working with the children to ensure all areas are supported (ie. sensory needs). Once a final plan is made, it will be shared with parents /guardians. These plans will be updated at least termly, depending on the changing needs of the children. They will include behaviours, expected responses to the behaviours and how to prevent and deescalate the behaviours. They will be used to ensure consistency across all staff members.

Adults at the school have a duty of care to ensure that all children are kept safe to the best of their ability. Procedures are in harmony with DfE guidance on the 'Use of Reasonable Force' (issued in July 2013) As a last resort, it is possible that the school would have to use Positive Handling in order to keep a child, their peer or an adult safe. All staff at the school will be Team Teach Trained to ensure that they know how to use Positive Handling safely. In the event that a staff member is new and has not yet been trained or in the case of supply workers, they would not be responsible for any sort of physical intervention, except in extreme emergency situations. Positive Handling will always be done with two adults present.

A risk assessment, behaviour plan and positive handling plan are drawn up for children who are more likely to need to be kept safe by Positive Handling. These documents will outline preventative strategies to ensure that Positive Handling is only used as a last resort. Positive Handling Plans (PHP) are read and signed by; parents, class teacher, teaching assistant, deputy headteacher and headteacher. If there is an incident where Positive Handling has had to be used, a letter will be sent home to notify parents along with a phone call. There will be a record of all incidents in a bound and numbered book (see Appendix 3). The Headteacher will be aware of all incidents where Positive Handling techniques were needed.

Our aim is to walk a distressed child to the Sensory Room and give them calming time there. If for some rare reason, this is not possible, we will physically intervene only to keep the child, their peers or adults safe. This is always done in a calm manner and is never used as a punishment. Staff will support one another and swap with each other if it is felt that it is needed to take space from the child. Staff will ensure that the relationship is restored with the child once the child is ready.

### Exclusions

Exclusions are to be used as a last resort (internal, external, temporary, and permanent.) Whenever possible, parents and children will be told in advance that exclusion from school could be a possibility. A child would be excluded if their behaviour is such that it threatens the safety of others, is causing serious disruption to school life or is a serious case of disobedience to a member of staff.

### Fixed Term /Permanent Exclusion

Only the Headteacher has the power to exclude a pupil from school. A pupil may be excluded for one or more fixed periods, for up to 45 days in any one school year. A pupil may also be excluded permanently. A fixed-term exclusion may be converted into a permanent exclusion, if the circumstances warrant this. The Chair of Governors is informed by the Headteacher if a pupil is going to be excluded.

Parents have the right of appeal and must put their request for an appeal in writing to the Chair of Governors. Parents wishing to complain must follow the complaints policy.

### **Appendix 1: Incident Form**

<b>Name(s) of Staff</b>	
<b>Date</b>	
<b>Name of Pupil</b>	
<b>Class</b>	

<b>Details of Incident or repeated behaviour</b>
<b>Accounts by witnesses (if appropriate) – State name and class.</b>

Signed..... Date.....

<b>Date</b>	
<b>Name of Pupil</b>	
<b>Class</b>	

<b>Present at Meeting</b>
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<b>Reason for Meeting</b>
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<b>Behaviour Plan.</b>
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<b>Date of Next Meeting if Required</b>	
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Signature.....(Parent)

Signature.....(School)

book)

<b>Name of Pupil</b>	
<b>Date of Birth</b>	
<b>Name(s) of Staff directly involved</b>	
<b>Witnesses</b>	
<b>Date of incident</b>	
<b>Place of incident</b>	

**Details of the incident, restraint used, pupil's response, outcome**

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**Follow up action to include meeting with parents**

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