Behaviour Policy and statement of behaviour principles

Including the EYFS

2020-2021

Date	Review Date	Coordinator	Nominated Governor
June 2020	June 2021	Tamaryn Yartu	Val Pumfrey

Contents

1. Overview

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 pupils 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 inappropriate behaviour 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'.

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, Chris Gurney.

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 taking steps to ensure that everyone understands 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 Gesher is a school for special educational needs, all procedures will be individualised and outlined in behaviour support plans (see Appendix). This policy will be referred to and followed in all procedures set out to support behaviour.

2. Aims

- 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

3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

- It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Serious or Extreme Behavioural Incidents

At Gesher we believe all behaviour is communication however we identify that certain behaviours are unacceptable in any circumstance. These behaviours will subsequently require further action to be taken beyond our usual behaviour management strategies.

These include the following;

- Repeated breaches of the school rules

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism or theft

- Fighting

- Smoking

- Prejudicial or discriminatory behaviour

- Possession of any prohibited items. These are:

  o Knives or weapons
  o Alcohol, Tabaco, cigarette papers and Illegal drugs
  o Stolen items
  o Fireworks
  o Pornographic images

o   Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5.   Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful

- Repeated often over a period of time, while recognizing that even a one-off incident can leave a learner traumatized and nervous of future recurrence; and

- Difficult for victims to defend themselves against.

- Often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, biphobia, transphobia, special educational needs and disability, or because a child is adopted or a carer. (Preventing and Tackling Bullying October 2014)

We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. (In this respect reference should be made to Gesher School's Policy on e-safety)

TYPE OF BULLYING	DEFINITION
Relational Aggression	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Prejudicial bullying	Any bullying which discriminates against others because of their religion, race, gender or sexuality
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy. https://www.gesherschool.com/wp-content/uploads/2019/01/COMPLETE-Anti-Bullying-Policy-2018-2019-FINAL.pdf

6. Roles and Responsibilities

Role of the Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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 consistently;

- 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;

- Together with the Deputy Head:

    o Maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
    o Celebrate successes
    o Ensure staff follow procedures and deal with behaviour in an appropriate manner, ensure that SLT is available for support in this area consistently and regularly
    o Take action if school personnel do not follow this policy
    o Inform parents of this policy
    o Ensure school personnel praise good behaviour and work
    o Ensure school personnel understand the additional needs of all pupils in their care
    o Have in place clear strategies for pupils who are likely to display challenging behaviour and ensure school personnel are aware of these strategies and how to apply them
    o 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;

- Provide leadership and vision in respect of equality;

- Provide guidance, support and training to all staff;

- Monitor the effectiveness of this policy by analysing:

    o Pupil attitudes to school and learning
    o The views of pupils, parents, school personnel and governors
    o The number of fixed-period and permanent exclusions
    o Incident logs

- o The number of reported cases of bullying
- o Strategies to improve behaviour and discipline

- Make effective use of relevant research and information to improve this policy;

- Lead the development of this policy throughout the school;

- Keep up to date with new developments and resources;

- Monitor school support systems;

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 consequences 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 Pupil

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.

7. Pupil Code of Conduct

The Gesher Kindness Code

At Gesher school we:

Use kind words.

Are friendly to each other.

Include others by sharing.

Respect each others things.

Keep our bodies to ourselves.

8. Behaviour Management

Positive behaviour

At Gesher we recognise positive behaviour through praise, affirmation and modelling. Positive behaviour is never taken for granted but is actively taught and reinforced. A range of rewards are consistently applied throughout the school and staff, pupils and parents are clear on what behaviour is acceptable and the consequences that will follow.

- Creating positive choices/options
- Sharing strategies
- Jobs/Monitors
- Verbal Praise
- Stickers/ Sticker charts
- Awards and Certificates
- Golden Time/Choosing
- Mensch Certificates

Challenging behaviour

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.
In some situations, the use of sanctions may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils is used throughout the school.

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories
- Time Out – timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time
- Behaviour Support Plan/ Sensory Support Plan – for pupils requiring ongoing planned support
- Physical intervention (see below)

The most effective and frequently used approach 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 resistant– 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.

Consequences

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise. Staff at Gesher will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions;

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

Consequences can take the form of the following;

- Completing tasks
- Limited access to outside space
- Escorted in social situations
- Assisting with repairs
- Differentiated activity space
- Restorative meetings

Moving pupils

If staff feel they 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. The 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 to raise the level of intervention.

A clear framework of consequences

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 consequences, 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 behaviour log** that records the pupil's name, year group, nature and date of the behaviour incident and the next steps to be put in place. 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 relevant staff at the school will receive positive handling training to ensure that they know how to use Positive Handling safely. In the event that a staff member is new and has not 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.

9. Training and Awareness-raising

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 as 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:

  o Maintaining good order and discipline; sanctions that may be used
  o Record keeping, reporting and monitoring pupil behaviour
  o Safeguarding pupils
  o The use of reasonable force
  o Dealing with bullying
  o 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

10. Monitoring

We will achieve consistent behaviour management through;

- Regular monitoring and review,
- Recording all instances of challenging behaviour in the behaviour logs.
- Individual behaviour plans
- Termly behaviour management training

11. Links with other Policies

E-Safety Policy
Child Protection and Safeguarding Policy
Positive Handling Policy
Anti-Bullying Policy
https://www.gesherschool.com/wp-content/uploads/2019/01/COMPLETE-Anti-Bullying-Policy-2018-2019-FINAL.pdf

Appendix 1: Written statement of behavior principles

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.

Appendix 2 ABC Behaviour Tracking Sheet

ABC Behaviour Tracking Chart				
Date and Time	Setting (location and people present)	Antecedent	Behaviour	Consequence

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Appendix 3: Incident Form

Name(s) of Staff	
Date	
Name of Pupil	
Class	

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

Signed……………   Date………….

Appendix 4: Team Around the Pupil (TAP) Behaviour Plan

Date	
Name of Pupil	
Class	

Present at Meeting

Reason for Meeting

Behaviour Plan.

Date of Next Meeting if Required	

Signature……………………………………………………………….(Parent)

Signature……………………………………………………………….(School)

Appendix 5: Copy of 'Risk Assessment & significant Incident / Restraint / Restriction Record'

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BOUND AND NUMBERED BOOK v6                                    [10]

   RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD
                   For Additional Details Refer To Supporting Documentation
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Name of the child or young person concerned:_____Age:_____

Name of the person using the measure:_____

Names of any other people present:_____

Name of person completing this record:_____

Date:_____Time:_____Location:_____

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

_____
_____
_____

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):

☐Humour ☐Verbal advice and support ☐Firm clear directions ☐Negotiation ☐Limited Choices ☐Distraction ☐Diversion ☐Reassurance ☐Planned Ignoring ☐Contingent Touch ☐Calm talking ☐Calm Stance ☐Patience ☐Withdrawal Offered ☐Withdrawal Directed ☐Swap Adult ☐Reminders about Consequences ☐Success Reminders

_____
_____

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

☐Risk to Self ☐Risk to Others ☐Risk to Safe Physical Environment ☐Risk to Safe Psychological Environment ☐Prevention of Psychological Distress ☐Prevention of Physical Harm ☐Prevention of Criminal offence ☐Temporary Loss of Competence or Capacity

_____
_____

A description of the measure used (what you did and what you said):_____

_____
_____

The effectiveness of the measure:_____

_____

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:_____

Any consequences of the use of the measure:_____

A description of any injury to the child concerned or any other person:_____

A description of any medical treatment ☐ offered or ☐ administered:_____

External Agencies Informed and supporting records:_____

☐Medical Referral_____(Date and/or log number)
☐Social Worker_____(Date and/or log number)
☐Health & Safety Report (RIDDOR)_____(Date and/or log number)
☐LADO_____(Date and/or log number)
☐Safer Schools Partnership Support Officer_____(Date and/or log number)
☐Placing Authority_____(Date and/or log number)
☐Responsible Parent _____(Date and/or log number)

☐Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.

Views of the young person and any additional comments:_____

_____
_____
_____
_____
_____
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_____
_____

Name and signature of the person authorised to make this record:_____

Name, signature and designation of person monitoring the records:_____Date Checked:_____

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