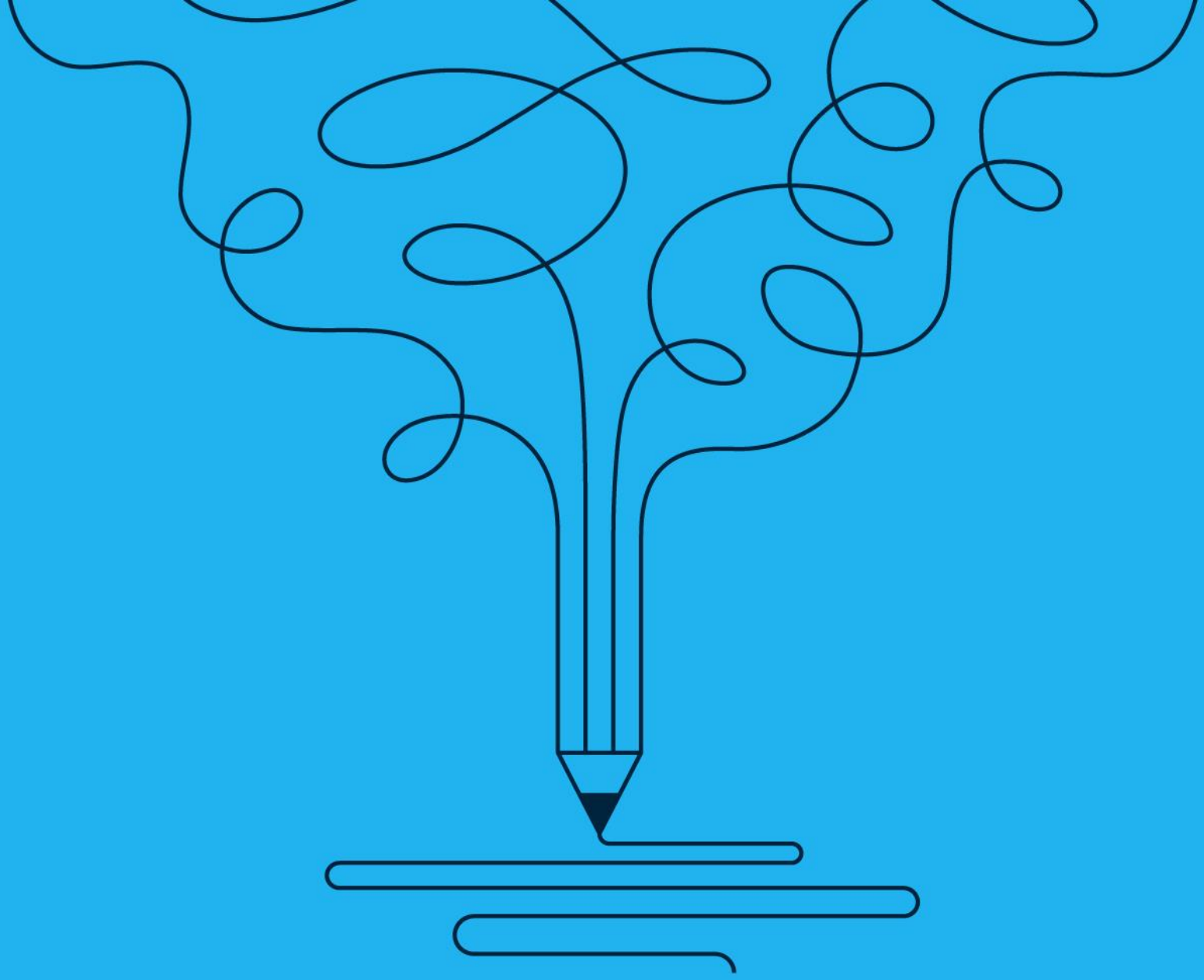

Behaviour & Positive Relationship Policy

AUTHOR	REVIEWED	NEXT REVIEW
R. HORTON	DECEMBER 2022	DECEMBER 2023

OULTON
PRIMARY SCHOOL

Behaviour & Positive Relationship Policy

1. Policy Statement by the Governing Board- Statement of Behaviour Principles

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head Teacher.

The Governors at Oulton Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Oulton Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Head Teacher has a duty to publish the statement on the school website.

The Head Teacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Head Teachers and School Staff, January 2016.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Our school motto (thinking for ourselves, caring for each other) and our restorative way of working underpin all our positive behaviour management principles.
- Oulton Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head Teacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

• We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
• We expect pupils and parents to cooperate to maintain an orderly climate for learning.
• The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort, however we do recognise that in order to keep all pupils safe, on occasion fixed term exclusion can be the best option.
• The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
• The Governors expect the Head Teacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
• Taking part in school organised or related activity
• Travelling to or from school
• Wearing school uniform or in some other way identifiable as a pupil

2. Purpose of the policy

To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms;
- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventions.

3. Fundamental principles

All members of our school community have the right to:
- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Behaviour and Positive behaviour policy are:
- A focus on the importance of building positive relationships with all pupils;
- Unconditional positive regard for all pupils;
- A no shouting policy;
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).
- An understanding that behaviour is a form of communication and there are many reasons why a child might struggle/choose to behave positively.

3.1 To achieve these principles, we will:

- Take time to get to know all children and make them feel valued, important and like they belong.
- Recognise, acknowledge and reward pupils for their positive choices and for following our three behaviour rules of Ready, Respectful, Safe.
- Promote self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Have consistency in behaviour management, based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopt a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Use 'Pausing to be' and 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encourage pupils to be proud of their school.
- Use appropriate activities to teach children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Be responsive to situations, issues and themes to deliver bespoke support and/or guidance.
- Encourage pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

4. Consistency of approach

In implementing this Behaviour and Positive behaviour policy, Oulton Primary School acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring "certainty" at the classroom and senior leadership level. Never passing problems up the line, staff take responsibility for behaviour interventions, seeking support but 'picking up your own tab'
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent **expectations**: referencing and promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently **reinforced rituals and routines** for behaviour around the site: in classrooms, corridors, playgrounds, in the hall and around the site.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a

consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." Paul Dix

The aims of this policy will be met by everyone observing our 3 agreed rules. These are:

1. Be ready
2. Be respectful
3. Be safe

By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

4.1 All staff every day will:

- Proactively promote and praise positive behaviour.
- Meet and greet children at the classroom door.
- Refer to Ready, Respectful, Safe- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible stopping mechanism throughout every lesson (count down from 5 and silent signal will be used across the school).
- Send positive notes and/or make positive phone calls for above and beyond behaviour.
- Use a positive recognition board and gem jar in all learning environments.
- Be calm and "give take up time" when going through the stages of response to less desirable behaviours.
- Resist the temptation to skip stages
- All staff will follow these stages of response:

1.Redirection- proximal praise, non-verbal signals/gestures
2.Reminder and take up time (PIP and RIP*)
3.Warning and a minute take up time (PIP and RIP*)
4.Use of scripted intervention: can be used at different stages of the process depending on the situation/child
5.Last chance and 2 minutes take up time (PIP and RIP*)
6.Reset- time away from the classroom to prepare the child to quickly access learning/return to learning
7.Repair: staff choice- quick catch up, restorative repair, directed consequences, or natural consequence.

(* PIP: Praise in Public. RIP: Remind in Private)

- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record significant incidents on CPOMS. This should not be done during lesson time.
- Never ignore or walk past learners who are making/displaying poor behaviour choices.
- Staff will always be mindful of the language they use to describe Behaviour. At Oulton Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such 'they have kicked off' or 'they're on one' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

4.2 Leadership Team

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners

- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive notes and positive phone calls.

4.3 Senior Leaders (HT, DHT & AHT) will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies in conjunction with the SENDCo.

4.4 Pupils will:

- Be ready
- Be respectful
- Be safe

4.5 Parents/Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Celebrate their child's achievements when they receive positive notes/phonecalls.

5. Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

At the start of the day	Children should be welcomed into school and into the classroom. This includes the Learning Mentors/SLT being visible in the playground and staff being on time to collect their class and then standing at their classroom door to greet them as they enter.

	'Meeting your class every day with a personal greeting could have the greatest impact on their behaviour it will make them feel valued, important and they will know that you want to get to know them. Once you have committed to this you won't be able to stop as the children will be expecting this consistency.' Paul Dix
On arrival	Children walk calmly straight into the classroom. Put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and quietly in the corridors.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room. Children ensure they have tidied their space when they have finished eating. All staff, including lunch staff, are proactive in responding to incidents.
End of the day	Once the children have their belongings, they wait calmly before being dismissed. Adults say goodbye to children. Visible presence by SLT.

To get these routines right, they need to be relentlessly and consistently explained, modelled and reinforced by all staff. It is essential that recognition is given regularly to children who are following our rules/ routines/ meeting these expectations – e.g. 'Joe, thank you for walking so sensibly' or 'Octopus class, thank you for showing me you are ready to leave assembly'.

'It is very easy to be distracted by the poor behaviour. What we need to do is focus our attention and energy on the good behaviour. 'Praise the best and ignore the rest'. If we do this, we create a positive atmosphere where we are giving the right things attention.' Paul Dix

6. Recognition and rewards for effort

We recognise and reward learners who go "over and above" our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

6.1 Classroom level- all staff who work in the classroom/learning space

- Praise for good choices
- Gems in class jar; non-material rewards can be given to the class such as extra minutes of play times, short periods of choosing time etc.
- Name put onto class recognition board
- Weekly Mentions/Notes/phone calls to parents – for over and above effort

6.2 Whole School level

- The gems in each group's jar are combined in celebration assembly and whole school rewards can be achieved
- Hot chocolate Friday each week (each teacher nominates 1 child who is an 'always child' and has gone 'above and beyond' during the week)
- Positive notes sent home
- Positive phone calls home by HT/DHT

7. Managing Daily Behaviour in the classroom - Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include "One voice" for classes who constantly talk over each other," "speak politely" to emphasise manners or "hands and feet to yourself", for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback", "persuasive language" or "show working".

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson/session/day/week (depending on context) the aim is for everyone to have their name on the board.

7.1 Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15-minutes and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

7.2 Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Stages of this policy should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should **always and consistently in every lesson be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in most situations will deal with behaviour without delegating. Staff will use the stages of response to behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between stages.

It is not possible to leap or accelerate stages of response for repeated low-level disruption.

When using these stages of response, secondary behaviours should be ignored. Examples of secondary behaviour could be saying something under their breath when a warning is given or slamming the door on the way out of the classroom. Focusing on secondary behaviours can often distract from the original behaviour and can also further inflame the situation. In these situations, remember – you are the adult. Focus on the outcome you want, not the argument. Focus on what needs to happen next – you can talk about the child's response later.

8. Stages of responding to undesirable behaviours

If a child has an individual management plan this should be followed instead of the stages below.

Stage 1- Redirection + take up time
Positive reinforcement of other children around them "X thank you for being **ready** by sitting on your chair". A visual cue to the child that you want them to make a good choice this could include: • a 'look' • a visual point to what you expect • Repetition of instructions/expectations linked specifically to ready, respectful and/or safe for the whole class/group.
Stage 2 - Reminder + take up time
A reminder of the expectations **Ready, Respectful, Safe** delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing (Give take up time). If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change. Script: *I noticed you chose to.... (noticed behaviour).* *This is a reminder that we need to be (Ready, Respectful, Safe)* *You now have the chance to make a better choice.* *Thank you for listening.*

* 'I noticed' is non-judgemental/ non-confrontational and children will not feel the need to be defensive

Stage 3 - Warning + take up time

If the behaviour persists:

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices
Scripted approaches at this stage are encouraged If appropriate, make
links with the zones of regulation.
Praise them when they positively change their behaviour, acknowledging the positive change.

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Script:
I noticed you chose to..... (noticed behaviour)
This is the _____time I have spoken to you.
If you choose to break the rules again I will write a note in your planner.
(learner's name), do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.
Think carefully, I know that you can make good choices. Thank you for listening.

Stage 4 – Last Chance + take up time

If the behaviour still persists:

If not already done so, the learner is asked to speak to the teacher away from the others using a scripted conversation.

Boundaries are reset to enable child to successfully access learning.

Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning.
Member of staff adds a note in the child's planner- this is to do done at another/appropriate point so not to escalate the situation and keep the focus on the learning. Staff to write: 'Warning given for.....'

Script:
I noticed you chose to..... (noticed behaviour)
This is the _____time I have spoken to you.
If you choose to break the rules again you will move to the table outside.
(learner's name), do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.
Think carefully, I know that you can make good choices. Thank you for listening.

Stage 5 – Reset

After being given a final opportunity to engage with the learning/follow instructions, and the observed behaviour continues, at this point the learner will be asked to leave the classroom and sit at the table outside to take the time required to calm/prepare to enter the classroom again.
The adult in charge of the group/class will initially inform one of the behaviour mentors/learning mentors who will come and talk with the pupil. If not available, a member of leadership will come and support. The aim of this adult is not to discuss the consequences of the observed behaviour but to discuss any barriers to learning/zones of regulation and setup a successful return to the classroom. It could be that a short discussion is all that is needed, or

a more intensive strategy is needed (time in sensory room, time in the Reef, short walk around the site, use of the boxing bag etc.)
Member of staff adds a note in the child's planner- this is to do done at another/appropriate point so not to escalate the situation and keep the focus on the learning. Staff to write: **'Time away from classroom needed'** also give details of any consequence given.

Script for asking child to enter Reset:

I noticed you are still choosing to ..... (noticed behaviour)
You need to go to sit at the table outside the room and a member of staff will come and talk to you and help you to be ready to learn again.

Stage 6- Repair

Once the child is ready to return to class, the focus should be on enabling them to return successfully and engage with their work. Re-entering the classroom should be made easy with out attention being drawn to the fact.

At the end of the lesson or another appropriate time, the adult who dealt with the observed behaviour and moved the child through the stages must have a conversation with the pupil. During this conversation, it is up to the staff dealing with the issue on how they respond. They could choose a quick catch up, restorative repair, natural consequences, or directed consequence. It is for the staff member to see the incident through to the end and 'pick up their own tab'.

Examples of natural consequences are: by having the discussion with staff, they miss part of their breaktime or miss part of an event/celebration as this is when the discussion happens.

Examples of directed consequences (linked to the nature of the observed behaviour) are: missing some or all of a breaktime, tidying up damage/mess made, having to work away from their class in another classroom, eating their lunch away from the hall, missing sporting events/representing school, completing missed work etc.

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Severe behaviour

If a child displays more severe behaviour a member of the Leadership Team should be consulted for support and advice.

Depending on the severity of the behaviours shown, leadership may decide that the child should enter Reset sooner or an internal exclusion or suspension could be required. The decision to suspend will be made by the Head Teacher.
Examples of more severe behaviours include:

- Sexist / racist / homophobic comment
- High level physical aggression towards a peer
- High level verbal aggression towards a peer
- Threatening behaviour towards staff/pupils
- Deliberate damage to school property
- Unsafe behaviours putting the pupil/others at risk

The following non-negotiable behaviour may result in a suspension or permanent exclusion.

- Physical aggression towards an adult or pupil
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour
- Ongoing/prolonged disruptive behaviour
- behaviour that has become "out of control" putting the child or others in danger

For very serious offences, the head teacher will consider suspension in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension and positive steps forward at the beginning of the suspension and before the child returns to school at a reintegration meeting. Suspension is always a very last resort.

Following a suspension, a period of internal exclusion may be required to allow staff to prepare for the child to return successfully to class and learning. This will be discussed during the reintegration meeting with the pupil and parents.

8.1- Supporting behaviour at lunchtime

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunch staff will consistently 'catch children being good' and share this with them. Lunch staff are encouraged to share good news with class teachers to reinforce this message. Lunchtime staff will also have gem pots, both in the hall and playground, which will be combined with the whole school collection. Lunch time staff are also expected to regularly send notes home via the class teacher.
Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence (5 minutes for lower level incidents or 15-minutes for more significant incidents). Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the class teacher/member of the leadership team.

8.2 Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5. This conversation will normally take place during break time/lunch time. Sometimes it may include other adults / children.

Staff will have a script for the restorative conversation that they feel comfortable with. Staff will choose the appropriate questions from below and address each together. A summary of this should be put on CPOMS.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

8.3 Informing parents

If behaviour is consistently poor as shown by CPOMS records, lunchtime duty logs or following a significant behavioural incident, an initial phone call will be made to parents by the class teacher to highlight concerns and any available support will be discussed. A monitoring period will be agreed.
If there is no or limited improvement, a formal meeting will take place between parents and the class teacher. A further monitoring period will be agreed.
If there continues to be no or limited improvement then another meeting will be arrange and this will be led by a Phase Leader (other member of SLT if required). At this meeting, agreed targets for behaviour will be set and these will be monitored over the course of

two weeks. Support for the child to enable them to achieve agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.
Parents and Leaders will continue to meet and monitor to ensure that successes are celebrated and that further support can be offered to the child and/or family.

9. The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and on their way to and from school.

10. Searching pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to:
- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

11. Positive Handling

Positive Handing and Reasonable force Oulton Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff at Oulton Primary School have had the appropriate Team Teach training to use positive handing, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint

will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

12. Procedure in the event of a child leaving the school site

If children run out of class or the building, staff will not chase children as this may cause them to run into further danger. If they choose to leave the school site, staff will continue to follow from a distance and not chase and keep in contact with the school via mobile phones/walkie talkies.

If a child leaves the school site, firstly the pupil's parents will be contacted, and the police will be contacted, for the safety and wellbeing of the pupil, if staff are unsure of their whereabouts.

13. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual management plan or an individual pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational Psychologist, SENIT, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Local Authority. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

14. Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND:

For all pupils, their behaviour is often a form of communication and the meaning behind this communication might not always be clear, this is especially true for pupils with SEND. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IPM (individual provision map) and or individual management plan. Teachers need to use IPM (and IPRA (individual pupil risk assessment) if appropriate) to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IPM which will be monitored by the SENDCo and Class Teachers. A child's triggers for negative behaviour need to be on their IPM so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure IPMs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:
- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured

15. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- 1st: Contact the child's teacher – either via email or call the school office
- 2nd: Arrange an appointment with the teacher/phase leader.
- 3rd: Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with school staff, parents are still not satisfied then they should access the formal complaints policy available on the website.

16. Accountability

It is the responsibility of the Head Teacher to:
- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent exclusions to individual pupils.

17. Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The

Head Teacher has day-today responsibility to implement the school Behaviour and Positive behaviour policy but must keep governors updated.

18. Is the policy working?

With all of the above reward systems we need to constantly evaluate:
• Is this policy manageable to implement ensuring consistency across the whole school?
• Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
• Are pupils developing the behaviours for learning?
• Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
• Do routines and approaches to behaviour need to be adapted to suit needs of children (including children with SEND)?
• Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?