



Long Crendon School Behaviour Policy

Introduction

The ethos of Long Crendon School, with Values Education at its core, enables members of the school community to feel safe, thrive emotionally, intellectually, physically, socially and spiritually. We believe that a strong emphasis on appropriate behaviour promotes an effective learning environment and we aim to build quality relationships with our pupils and their families to support this.

Aims

- To treat children with equality and fairness
- To ensure good quality relationships between everyone in the school through demonstration of our core values
- To ensure all members of the school community feel safe and secure
- To create a calm and purposeful environment in which effective learning can take place
- To help all members of the school to appreciate their own self worth by maintaining a culture of care and support
- To develop self-regulation which leads to one's ability to make wise choices

Core Values

We believe our core values have a positive impact on behaviour and are reflected in the Class Charters that children and staff make in class. These charters may be revisited on a regular basis as necessary.

The 8 key values in action are:

Unity encompassing co-operation and support

Kindness encompassing friendship, loyalty, love and forgiveness

Honesty, encompassing integrity, reliability, trust and humility

Enthusiasm, encompassing curiosity, joy and happiness

Respect, encompassing empathy and tolerance

Courage, encompassing uniqueness and creativity

Resilience, encompassing determination, self-belief and positivity

Equality, encompassing acceptance and inclusion

What We Do To Encourage Desirable Behaviour

It is our aim that everyone understands that there are always choices and consequences of all behaviours. There are a number of different ways in which we encourage positive behaviour in school:

Living the Values

Positive behaviour is modelled by children and staff and shown by actions such as:

- Walking calmly and quietly
- Showing an awareness of others for example opening doors for other people, smiling, etc
- Showing an appreciation for each other
- Valuing the work and property of others
- Being aware of people's personal space
- Using a tone of voice to speak to others that is calm and respectful

- Communicating with each other in a positive, supportive way, modelling values such as respect, kindness and honesty.
- Making visitors feel welcome
- Both children and adults wear appropriate clothing for different activities
- All members of the school community arrive promptly and are prepared for the session ahead.

Rewards

All staff (teaching and non-teaching) promote good behaviour by giving appropriate rewards such as praise, House Points, a note in the Book of Excellence. It is noted that when a child earns a reward, they will not subsequently have that reward taken away. A variety of rewards are used, examples of which can be found in Appendix 1.

Sanctions

Unacceptable behaviour is dealt with quickly, quietly and consistently with reference to relevant values. We always make it clear that it is the unacceptable behaviour that is the issue and not the child. Wherever possible, unacceptable behaviour is addressed within the school day so that a conclusion can be drawn before the child goes home. Staff take into account the emotional maturity and needs of the individual. Appropriate sanctions are used, which can be found in Appendix 2.

NB In the case of a child who has suffered bereavement or trauma, which may be impacting on behaviour, the SLT will discuss the best approach for dealing with this and normal sanctions may be replaced by other solutions.

Home-School Agreement

All parents receive a copy of the Home School Agreement which they and the pupils are encouraged to sign.

Long Crendon School Anti- Bullying Statement

The Governors of the school believe that children and staff have the right to an environment where they feel safe and which is free from harassment and bullying. It is our aim to work with staff, pupils and parents to create a caring and protective environment which keeps instances of bullying to an absolute minimum.

Definition

Bullying, including cyber bullying, is deemed to exist when a person, or persons, repeatedly and over time

a) intentionally hurts or upsets by excluding, ignoring, ridiculing, name calling and/or spreading malicious or hurtful rumours

and /or

b) purposefully/ deliberately evokes feelings of shame, unhappiness or fear

and / or

c) exerts undue authority or power

and/or

d) is, or threatens to be, physically violent

and/ or

e) takes or damages another's property.

Roles and Responsibilities

All members of the school community have a duty to ensure that bullying is not tolerated.

Strategies to Prevent Bullying

Each class has discussion time where relevant behavioural issues can be discussed. These are often in the third person and may take the form of Circle Time, problem solving, assemblies and through the PSHE curriculum. Class Charter agreed rules encourage the children to interact in a cooperative, cohesive way. Open discussion is encouraged where conflicts, concerns or incidents of bullying arise. Reports of bullying will always be taken seriously and investigated by the class teacher, guided by members of the Senior Leadership Team/Headteacher.

Reporting and Responding to Incidents of Bullying

Failure to report incidents of bullying may be considered collusion.

- Both the bully and the victim are people who need help and support. Where possible a victim should make every attempt to report an incidence of bullying to any adult in school. Where this is not possible peers are encouraged to speak up for victims and inform an appropriate other.
- All reports of bullying will be taken seriously. There should be immediate re-assurance that the matter will be followed up.
- Both the victim and bully (including all parties concerned) will be interviewed separately to establish the events in writing. These notes will be passed to the Deputy Headteacher/ Headteacher. The serious nature of the matter will be explained by the adult as well as the likely consequences.
- Where appropriate parents of both parties will be informed.
- There will be follow up and discrete monitoring over time which may involve the support of other children in the class.
- Parents are encouraged to bring concerns about bullying to the notice of the school.
- The teacher/ Deputy Head/ Head will assure the parent that the matter will be investigated. They will be informed of the findings. Other staff should be informed as appropriate.
- Malicious allegations will be taken seriously and addressed by the Deputy Headteacher/Headteacher.
- **Parents should be informed of the school's Complaints Procedure if they are still not satisfied.**

Monitoring and Review

This Bullying Statement will be reviewed in line with the school's Behaviour Policy, undertaken by the Curriculum and Standards Committee of Governors on an annual basis. It may also be reviewed more frequently in the light of any relevant staff meeting discussions.

Monitoring and Evaluating

The policy will be drawn to the attention of parents through the School Website & Home School Agreement.

The policy will be evaluated by the standard of behaviour evident in and around school. The standard will be reviewed by the Senior Leadership Team and at staff meetings on a continuing basis.

The policy will be reviewed annually by the Curriculum Committee and presented to the full Governing Body.

Summary

At Long Crendon School, we aim to foster an ethos linking Values Education with behaviour, creating a positive climate for learning and teaching.

Signed

Headteacher: Polly Quinton



Chair of Governors: Tim Kidd

Appendix 1a

Behaviour during Covid-19 special measures: during this time, if your child deliberately flaunts the Covid-19 mitigating guidelines or consistently refuses to follow staff instructions, for the safety of everyone we will have to phone parents/guardians and request that they are collected immediately. This will be recorded, but not as an exclusion.

Appendix 1

Rewards may include:-

- Positions of leadership & responsibility eg. House Captains
- House points for individuals, groups or whole classes. House points are recorded in the classroom. These are totalled up weekly and announced in assembly. The winning house is presented with a cup at the end of the term and the House can enjoy a House Treat, decided by the staff Head of House.
- Acknowledgement of good behaviour, which may be verbal praise
- Stickers and stamps – ensuring the child knows why these were given
- Sharing success with parents verbally or by sending notes/positive praise postcards home referencing positive behaviour / conduct in school
- Name written in the Book of Excellence, for noteworthy effort in lessons, demonstrating the Values, an outstanding piece of work or achievement. Each name results in a certificate that goes home and a mention in the Newsletter
- Individual class reward systems (e.g. Golden Time; marbles in the jar)
- Reward charts for individuals
- A visit to the Headteacher, or member of the SLT.

Appendix 2

Appropriate sanctions:

- Child offered two positive options for their next action, to retain an element of choice
- Child repeating the action modelling desirable behaviour
- Having a quiet, discrete chat, relating to appropriate value
- Giving a warning
- “Time out” (Child is asked to sit apart within the class, or in an alternative quiet place or classroom with an adult, for 1 minute for every year of age in KS1 and for a maximum of 15 minutes in KS2. For children in KS2 this may involve sending the child to another class, supervised area or senior staff member. At break and lunchtimes “Time Out” may also be given, with the child asked to stand with a member of staff, or remain in a certain place for the time duration.
- In playground incidents where another child has been deliberately hurt, the child will stay in school in a supervised area during the break or at the next available opportunity.
- Exclusion from a reward
- Loss of Golden Time
- Teacher will contact parents to discuss issues that day in person or on the phone, or if not possible, the following day
- Completion in own time of work unfinished due to lack of focus or poor behavior
- Making an appropriate apology (written or verbal)
- Informing the Head or Senior Staff if deemed appropriate, who may then inform the parents
- Meeting with the parents to agree a joint approach

If the above procedures have been followed and the unacceptable behaviour continues, then the following sanctions may be considered, following a meeting between staff and parents, at which an individual behaviour plan will be written:

- Being taught in supervised isolation/alternative class for a period of time

- Removal from the school grounds during lunchtimes (this may only be done after discussion with the parent)
- In extreme cases, staff may use handling strategies to restrain children (see Appendix 4)
- In addition, in extreme cases, the Governing Body may make provision for a Parenting Contract or Parenting Orders in line with current guidelines
- In the most serious of cases, exclusion from school in line with Buckinghamshire County guidelines may occur. The Chair of Governors (or agreed available deputy) will be informed in accordance with these guidelines. Exclusion from school may only be carried out by the Head (see Appendix 3)

A Behaviour Log is kept in the medical room to record unacceptable incidents that have taken place in the playground at lunchtimes, and action that has been taken. This is then used to monitor and inform future outcomes.

Teachers will report persistent and/or significant behaviour problems on CPOMS, an online recording database. The assigned DSL (Headteacher & Deputy Head) will follow-up to discuss sanctions and appropriate course of action.

Appendix 3

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. This is the final sanction the school has available to deal with the most severe behaviour and this may be used as a result of all other interventions having been applied and the pupil persisting in inappropriate behaviour. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. A decision to permanently exclude a pupil would only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, staff or others in the school

If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and Buckinghamshire County, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

The Headteacher informs Buckinghamshire County and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

A fixed period exclusion does not have to be for a continuous period. If a pupil is excluded, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Management Plan or a Pastoral Support Plan (PSP) will be drawn up for the pupil. For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of permanent exclusion from the school. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

Appendix 4

Use of positive, protective handling strategies to restrain children (section 550A Education Act 1996)

According to section 550A education Act 1996 staff are able to use handling strategies to restrain children. These will only ever be used in extreme circumstances.

From September 1998 teachers and staff who have a lawful duty of care for pupils may use reasonable force to prevent pupils committing a crime or damage; causing injury to themselves or others; or causing disruption both at school or on authorised school activities elsewhere. Physical control will only be used in the most exceptional of circumstances.

Everyone has the right to defend themselves. However, force may only be used where it is in proportion to the incident or the seriousness of the behaviour or consequences that it is intended to prevent.

Consideration must be given to the age, understanding and sex of the pupil.

Where a pupil is likely to behave in a way that requires physical control a plan should be put in place, and a risk assessment is advisable. This should include the range of possible scenarios; how to de-escalate conflict; holds that may be used; how to call for assistance and how to remove onlookers. This should be discussed with the parent to keep them informed.

Reasonable force means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. A decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances after de-escalation techniques have been followed.

In school we may use reasonable force to;

- remove disruptive children from the classroom where they have refused to follow an instruction
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil
- to stop a fight in the playground
- to restrain a pupil at risk of harming themselves through physical outbursts.

When reasonable force has been used we will contact parents about the incidents involving the use of force.

Actions to take if Restraint is Required in an Emergency

Before intervening every attempt should be made to calm and resolve the situation. The adult should tell the pupil with unacceptable behaviour to stop and what will happen if they do not. Where possible the Headteacher or a senior member of staff will be called and a Team Teach trained staff member requested to attend. Other children should be removed from the area if possible in order to ensure their safety. Every effort should be made to secure the presence of other staff before applying restraint. Should physical restraint be necessary, communication should continue and make clear that restraint will stop when the child regains self-control. To avoid misinterpretation the adult should clearly voice what they are doing and why. Adults should always remain calm and should take the minimum action possible. Members of staff should not put themselves in danger. Incidences of restraint must be recorded in the Bound and Numbered Book, located in the Headteacher's study.

All incidents of physical restraint need to be recorded as follows:

- Name of pupils involved; when and where
- Name of the person using the restraint measure
- Names of staff and pupils who were witnesses
- Name of the person completing the record
- Details of the behaviour leading to the measure (what the child was doing or saying)
- Methods used to avoid the need to use the measure
- Why was the measure necessary (dynamic risk assessment)
- Description of the measure used (what was said and done)

- The effectiveness of the measure
- Duration of the measure in minutes
- Ant consequences of the use of the measure (injuries to child or another person, any medical treatment administered)
- External agencies informed & supporting records
- Response of the child
- Inform the parents either orally or by letter as appropriate.
- Speak to the child/person using the measure and get their views
- Record views of child (if possible)
- Name & signature of person recording the incident
- Name & signature of the person monitoring the records.

All staff have an important pastoral role in school. Changes in patterns of work or behaviour should be noted and communicated to colleagues (and parents where appropriate). This is particularly the case where a child is deemed to be at risk of exclusion. A PSP (Pastoral Support Programme) should be drawn up. The formal process of accessing external support services should be made through the SENCO or Headteacher.