



The Craylands School

Behaviour and Discipline Policy

Aims and expectations

- 1.1 Good behaviour makes effective teaching possible. Every child has the right to learn but no child has the right to disrupt the learning of others. The Craylands Behaviour and Discipline policy (in conjunction with the school Anti-Bullying Policy) provides a framework for the creation of a happy, safe, secure and caring community where every member of the school community feels valued and respected, and each person is treated fairly and well.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, between all members of the school community, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community – teaching staff, support staff, parents, pupils and governors - to behave in a considerate way towards others, showing complete respect both in the school grounds and outside of school e.g. when using social media.
- 1.4 We treat all children fairly and as far as possible apply this behaviour policy in a consistent way. In the case of children with a disability (as defined in the DDA and Equality Act) we apply a differentiated approach based on the identified needs of individual pupils; the AENCO will support staff in identifying which children need a differentiated approach.
- 1.5 This policy aims to help children grow in a happy, safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 The school uses Craylearners and ‘growth mindsets’ to foster positive behaviours for learning. This encourages pupils to listen to others, enjoy finding things out, ask questions, research using books and the internet, never worry about making mistakes, extend your own learning, risk take and succeed using resources.

Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - All staff congratulate children and celebrate success (in every form – acts of kindness, consistent effort, out of school achievements, very good pieces of work). Staff can be notified of out of school achievements through twitter or notes into school.
 - All staff award stickers and team points for success, improvement etc.
 - The Head teacher and Assistant/Deputy Head award “special” stickers to those children who have demonstrated effort, kindness, success or excellent work.



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- Stickers are awarded for those children who have been chosen as 'WOW Writer' for the week.
 - A celebratory assembly is held each Friday to celebrate children's success over the week in terms of those who have demonstrated the 'Respect' rules and those who have demonstrated Craylearning. Any child with a medal, trophy or certificate to share for achievements outside of school can request to show these in this assembly.
 - A respect certificate is awarded each week to a child from each class who has shown respectful behaviour towards others.
 - For a 'respect award, pupils must show an element of one of the following:
 - Really good behaviour at all times; Everyone has the right to have fun learning; Safety at all times; Playing carefully; Equipment needs to be played with appropriately; Caring for all people; Talking using the correct words.
 - Craylearner certificates are also given for classes, groups of individuals by the head teacher, deputy or the staff member leading the achievement assembly; these then meet the school mascot 'Lenny the lion'.
 - As part of the weekly newsletter, information is sent home to parents/carers to celebrate those that received a Craylearner, respect award as well as SUMDOG class winners, wow writers and weekly team point winners.
 - The classroom with the tidiest cloakroom is awarded a rosette each week.
 - The total number of green cards remaining across the week determines the class in upper KS2, lower KS2 and KS1 who is awarded the good to be green award each week. The class with the most weekly awards is given a 'golden time' at the end of the term.
 - Pupils who demonstrate 'Craylearning' in a lesson will receive a 'privilege card' which results in 5 team points. If a child receives more than one privilege card in a day, they will be sent to the headteacher for a sticker. A note may also be sent home to the parents/carers to congratulate.
 - Pupils who receive less than a determined number of consequence cards a seasonal term (number changes depending upon the length of the term or according to a child's individual needs) **and/or receives less than a determined number of warning cards for 'unkind behaviour towards others' in line with our anti-bullying policy**, receive a 'Respect' certificate, a drink and biscuit, sharing their work in an assembly, at which parents and carers are invited.
 - All classes have an opportunity to lead an assembly where they are able to show examples of their best work.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school and celebrates children's achievement out of school; a section on the weekly newsletter is dedicated towards this.
- 2.3 The class teacher discusses the school's golden rules with their class at the start of each term to promote positive behaviours. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.4 The school uses the 'Good to be green' behaviour system in the school to ensure a happy, positive and safe learning environment.



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- Every child starts each school day with a 'green' card.
- A child who has shown that they have been a 'Craylearner' throughout the day may be given a privilege card which will reward them with 5 team points.
- For effective learning, children are expected to listen carefully to instructions in lessons. If they struggle with this, we ask them either to move to a place nearer the teacher, or to sit on their own if there is an available space.
- As part of Craylearning expect children to try their best in all activities and not give up easily. If a child has not shown Craylearning in their work, they may be asked to redo a task.
- If a child is disruptive in class, the teacher issues him or her with a verbal warning.
- If a child continues to disrupt the class and have already had a verbal warning, we issue them with a warning card. If the behaviour continues, a consequence card is issued which excludes the child from play for the following break time (a detention).
- A consequence card may be issued immediately if:
 - A child places another child's safety at risk
 - A child who is unkind for no reason e.g. name calling, spreading rumours, taunting
 - A child physically injures another for no reason
 - A child uses inappropriate language
 - A child uses racist or homophobic language
 - A child is disrespectful or refuses to follow instructions given by staff members.
- All warning cards and consequence cards that are issued, are recorded in the class behaviour logs, with the date and reason given.
- Detentions are recorded in school and parents/carers are informed of the reason for the detention by a slip that is sent home. Detentions are also recorded on SIMs.
- SLT track the number of cards being issued and to whom on a weekly basis in order to identify patterns or trends in class or individual's behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Each class has its own diagram within it which explains the process of verbal warnings through to consequence cards (see appendix). This allows all pupils and staff to fully understand the procedures that the school has put in place.
- Children who receive less than the determined number of consequence cards **and/or less than a determined number of warning cards for 'unkind behaviour towards others' will be rewarded with a respect certificate**. The number of consequence cards/warning cards is re-set once the letters inviting parents to the respect assembly or explaining that their child has not been invited; any cards received at the end of the term will count towards the number allowed for the next term – this will ensure that high expectations of behaviour are expected at all points in the year.

2.5 EYFS have their own version of the behaviour system, using a traffic light system and positive behaviour is awarded with the rainbow sticker. This system is a simpler version of the 'Good to be green' system with children recognising that there is a warning before there is a consequence.



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Behaviour logs are used to record when a child has been on the thinking and sad face. See appendix C.

- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. (Use of force guidance April 2012, England). Staff have been trained in team teach to enable this to happen when needed; we will always endeavour to use staff who have had the team teach training however this is not a necessity to use reasonable force. All uses of team teach are then recorded. (See appendix Ai and Aii)

Repeat offenders

- 3.1 Children who receive more than a set number of consequence cards **and/or warning cards for 'unkind behaviour towards others' per term** will forfeit their place at the Respect assembly at the end of each seasonal term.
- 3.2 Children who receive more than the set number of consequence cards will be provided with further support to improve their behaviour; this could involve having a behaviour chart, a reward chart or being placed on a report system to ensure contact between school and parents. It is expected that improvements in behaviours can be rewarded and praised at home as well as in school.
- 3.3 **Children who continually receive warning cards for unkind behaviour towards others are not contributing towards a respectful community. In line with our anti-bullying policy, we do not accept bullying of any kind and repeated unkindness towards others can be considered a form of bullying. These children therefore will not be invited to the respect assembly. They will be supported to improve their behaviour, through similar means to those who receive consequence cards.**
- 3.4 Children with roles and responsibilities that promote good role models, including:
- Head boy and head girl
 - Deputy head boy and girl
 - House captains
 - School council members
 - Prefect roles e.g music monitor, office monitor, bench monitor
- who receive more than set number of consequence cards per term **and/or receive more than the set number of warning cards for 'unkind behaviour'**, will have these roles suspended for at least three weeks, with the risk of them being removed permanently if their behaviour does not improve (no more consequence cards and/or warning cards for 'unkind behaviour towards others) in those three weeks).
- 3.5 Children who regularly receive warning cards should be monitored carefully and parents/carers should be spoken to regarding this behaviour to ensure that it does not escalate and can be addressed.
- 3.6 Further sanctions and support will be provided for those persistent offenders depending on whether the child is struggling on the playground or the classroom; these may include behaviour charts, social interventions, reduced timetable in the



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classroom, working in another classroom, removal or reduced number of play times, banning from school events e.g. film club, end of year parties, productions.

- 3.7 For those children who receive their consequence **or warning cards for behaviour on the playground**, a reduced timetable for playtimes will be set. For children who continue to struggle, they may be invited to a lunchtime group led by a member of staff to develop their social interactions in a small group. Lunchtime internal exclusions will be put into force and external exclusions will be used as a last resort for those children who are unable to behave appropriately at break times.

Bullying

- 4.1 The school does not tolerate bullying of any kind. (See Anti-Bullying Policy) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 4.2 If a child is discovered to be bullying another child, the following actions may be taken:
- The child will receive at least a consequence card resulting in a detention.
 - A meeting will be held between the bully and the child who has been bullied so that the victim can explain how they have been made to feel and the bully can apologise.
 - If the child has a role/responsibility which require them to be a good role model e.g. school council, team captain, head boy/girl then this will be permanently removed from them.
 - A meeting will be held with the bully's parents/carers – this meeting will be followed up with a formal letter.
 - If the bullying has occurred in the playground, the child may have a reduced break timetable put in place to allow the child who has been bullied to feel safe. The child who has bullied will be invited to attend 'quiet club' to consider their behaviour towards others in a quiet place; this occurs daily in a KS2 classroom led by a member of SLT (unless it is wet play).
 - The bully will be placed on report for an agreed period of time – this contact book will be expected to be signed by the parents/carers daily.
 - Depending on the severity of the bullying, the child may be internally excluded or face a fixed term or permanent exclusion.
- 4.3 The school will ensure that any child who has been found bullying another child, will be provided with appropriate support to ensure that they stop. The child who has been bullied, will be provided support to ensure that their self-esteem and confidence has not been effected; this may be in the form of a happy chart.
- 4.4 **The school recognises that a pupil who receives warning cards for regularly being unkind towards others but not unkind enough to warrant a consequence card e.g.**



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pushing in front of others in line, refusing to hand over a glue stick may be demonstrating bullying tendencies and are not demonstrating respect towards their peers. A child who receives a determined number of warning cards per seasonal term for 'unkind behaviour towards others' will not receive a 'respect award' at the end of the term assembly.

Pupil roles and responsibilities

5.1 To promote positive behaviour and good role models, children will have the chance to stand for head boy, head girl, deputy head boy and deputy head girl. There will also be the chance for children to stand for team captains. The children will have to explain why they feel they would make good role models and the school or class will have the opportunity to vote democratically.

5.2. In order to retain these positions, children will be expected to demonstrate high expectations of behaviour. The positions can be taken away from the children, at the head teacher's discretion for the following reasons:

Anti-social behaviour demonstrated outside of school as reported by members of the community; this is in line with *'Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school' – Behaviour and discipline in schools, January 2016.*

Involvement in the bullying of another child/children.

Being internally or externally excluded.

Not improving their behaviour when suspended for receiving more than the number of consequence cards set for the 'respect' award at the end of the seasonal term.

The role of the class teacher and support staff

6.1 The class teachers and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

6.2 It is the responsibility of all staff to ensure that the school rules are being followed by pupils at all times of the day, in all school environments e.g. playground, dining hall, class room.

6.3 All staff treat each child fairly, enforce the classroom code consistently and treat all children in their classes/groups with respect and understanding. They should listen to all concerns that children have and address the issues appropriately.

6.4 Each teacher should record the number of warning and consequence cards received by each child, explaining what they have been given it for in the class behaviour log folder. If a child misbehaves consistently, in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the parent and pupil support team, phase leader, assistant/deputy head teacher or the head teacher.



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- 6.5 If a staff member issues a consequence card, they should complete a detention slip and ensure that the child places it in their bag or hand it over to the parent/carer at the end of the day.
- 6.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 6.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 6.8 Midday meal supervisors promote positive behaviour using stickers and team points and will choose at least one child per week to award a respect award to.
- 6.9 Midday meal supervisors will advise teaching staff of any warning or consequence cards that they have issued of a lunch time so that this can be recorded in the class behaviour logs.
- 6.10 Midday meal supervisors should record any consequence cards that they have issued in the detention book and should complete the form to send home signing it MMS rather than their name. This should then be returned to class to be issued to the child.

The role of the head teacher

- 7.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 7.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 7.3 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 7.4 The head teacher (or the assistant/deputy head teacher if the head teacher is not on the premises) has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

- 8.1 The Craylands School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school and become more responsible for their own behaviour.



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- 8.2 We expect parents to check their child's bag for a detention slip and speak to their child about the reason they have been issued with it and how they can improve their behaviour; they should speak to the teacher if they have concerns.
- 8.3 We explain the school's golden rules in our prospectus and at meetings with prospective parents and new parents, and we expect parents to read them and support them.
- 8.4 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.5 Parents should promote positive behaviour not just in school but also in the local community, understanding that poor behaviour can reflect badly on their child and the school – this includes before and after school, weekends and the school holidays. Parents should understand that poor behaviour can also occur online.
- 8.6 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns they should initially contact the class teacher. If the concern remains, they should contact the Assistant/Deputy Head and then the Headteacher and then if still concerned, the school governors. If these discussions cannot resolve the problem, parents should follow the complaints procedure.

The role of governors

- 9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- 9.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- 10.1 The headteacher can exclude your child if they misbehave in or outside school. We do not wish to exclude any child from school, but sometimes this may be necessary. In any decisions regarding exclusions, the school refers to the document Exclusion from Maintained School, Academies and Pupil Referral Units (DfE, September 2012).
- 10.2 Only the head teacher (or the assistant/deputy head teacher if the head teacher is not on the premises) has the power to exclude a child from school. The head teacher 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 head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 10.3 If the head teacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the



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parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- 10.4 The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 10.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 10.6 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.
- 10.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- 10.8 If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Drug- and alcohol-related incidents (See also Drugs Education Policy)

- 11.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 11.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 11.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 11.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.
- 11.5 If the same or a similar serious offence is repeated the child will be permanently excluded.
- 11.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Use of Weapons and other prohibited items (e.g. lighters, matches etc)



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12.1 The carrying of offensive weapons or prohibited items whilst journeying to and from school, at school or on a school activity, visit or journey is not acceptable under any circumstances. The Governing Body of The Craylands Primary School recognises that the presence of weapons and prohibited items in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the school.

- For the purpose of this policy a “weapon” includes, but is not limited to : -
- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
- Knives, including all variations of bladed objects ie pocket knives, craft knives, scissors etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches.
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use ie the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

12.2 If a pupil is found to be in possession of an offensive weapon or prohibited item, or involved in an incident involving an offensive weapon or prohibited item, whilst under the care of school staff, they will be subject to disciplinary action. This could mean fixed period or permanent exclusion from the school. It should also be noted that for certain incidents, it may be necessary to contact the police. This will be determined by the Headteacher. In all cases Parents/Carers will be contacted. All incidents of this nature will be recorded and reported to the governing body.

13. **Monitoring and review**

13.1 The head teacher monitors the effectiveness of this policy on a regular basis. The head also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

13.2 The school keeps a variety of records concerning incidents of misbehaviour.

- All warning and consequence cards are recorded in class behaviour logs – this includes any cards issued at lunch time by MMS.
- All detentions given are recorded with an explanation written as to why the detention was given.
- Any major incidents, which have required the school inviting parents in, should be recorded on an incident report form. In addition to this, the head teacher also keeps a record of discussions with parents about pupil behaviour.
- Detentions are recorded in SIMs.

13.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

13.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.



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- 13.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Last reviewed: January 2017

Signed:

Date:



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Appendix Ai - Positive Handling

Positive Handling describes the holistic approach to a range of risk reduction strategies which include non-verbal, verbal and where 'reasonable and absolutely necessary', physical interventions.

Use of force Guidance April 2012 (England):

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

Schools can use reasonable force to:

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

Pupil complaints:

- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force

Parents and PHP's:

- Schools need to develop positive handling plans for individual pupils assessed as being at greatest risk of needing restrictive physical interventions in consultation with the pupil and his or her parents/carers
- Such plans would include strategies to prevent and deal with any recurrence of behaviour that could lead to the use of force



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Policy and Practice:

- Head teachers must ask parents to sign a Home school agreement (HSA) when their child joins the school. By signing the HSA parents will be indicating their agreement with the school behaviour policy.



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Appendix Aii - Positive Handling

Staff at The Craylands School are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others.

Only staff trained in TEAM TEACH will use physical intervention techniques with children when necessary.

Renewed 23rd January 2017

Catherine Lloyd Judd

Jenny Saunders

Alison Strudwick

Trudi Hazel

Kelly Chandler

Emma Meechan

Emma Hoadley

Leanne Drake

Anne Scarborough

Catherine Gubby

Sue Cadden

Deb Poile

Kris Hiscock

Lisa Farrell

Yvonne Stone

Pippa Wheeler

Lisa Broster

Ruth Fahey

Rob Dymott

Rebecca Bricher

Kylie Cox

Linda Roddan

Sophie Bowers

Sharon Jeffery

Further details of the TEAM TEACH approach can be found on the TEAM TEACH website www.team-teach.co.uk.

Positive handling includes a wide range of supportive strategies for managing challenging behaviour:

- 'Physical restraint' refers to cases when force is used to overcome active resistance.
- The Craylands School takes seriously its duty of care to pupils, employees and visitors to the school:
- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.
- Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.



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Team Teach

The TEAM TEACH system is accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one day course led by qualified trainers which last for up to 30 months.

Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Before using Physical Controls

We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop.
- Reminding them about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.

Restraint

At Craylands, we only use physical restraint when there is no realistic alternative.

We expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective.

The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk.

Any response to extreme behaviour should be reasonable and proportionate.

Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming themselves or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.



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- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.
- In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. I am doing this to keep you safe.

Responding to Unforeseen Emergencies

Even the best planning system cannot cover every eventuality and the Craylands School recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

Risk Assessment

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning.

All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended.

Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past.

Positive Handling Plans should be considered along with the child's Statement of SEN/EHC and any other planning document relevant to the pupil.

They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

Post Incident Debrief

Following a serious incident, it is the policy of the school to offer support to all involved.

This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.



The Craylands School

Behaviour and Discipline Policy

Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Headteacher will make arrangements for the class group to be supported.

Recording

All incidents of unacceptable behaviour should be recorded.

All serious incidents involving restraint will be recorded on the appropriate form (**see *Bound and Numbered Book***).

Within these recording strategies, all details must be recorded by witnesses within twenty four hours and signed by at least two members of staff.

The Headteacher needs to be informed.

Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further action as required.



The Craylands School

Behaviour and Discipline Policy

Good to be green guide

Craylearners can earn a privilege card earning 5 team points

Each child starts the day on green.

If you are not following the golden rules – you will get a verbal warning.

If you continue to break the golden rules – you will get a warning card.

If you put another child's safety at risk, verbally or physically abuse another child deliberately, use inappropriate language including swearing, racist, homophobic language you will get a consequence card straight away.

If the poor behaviour continues – you will get a consequence card.

If you show disrespect towards an adult e.g. walk away from them, shrug your shoulders at them, talk back, lie to them then you will get a consequence card straight away.

If you get a consequence card then you will miss the next morning play time sitting outside the headteacher's office.



The Craylands School

Behaviour and Discipline Policy

Good to be green in EYFS

**If you are really good you
go on the rainbow side**



**If you are following the school rules –
everyone is happy and you stay on the green
happy face.**

**If you are not following the school rules – you
will be spoken to and asked to improve your
behaviour.**



**If you continue to break the school
rules – you will go on the thinking face.**

**If you physically or
verbally hurt
someone else e.g.
swearing or
fighting, you will go
straight on the red
sad face.**

**If you show
disrespect towards
an adult e.g. walk
away from them,
shrug your
shoulders at them,
talk back then you
will go straight on
the red sad face.**



**If the poor behaviour continues – you
will go on the red sad face.**

If you go on the sad face you will have time out in the classroom and a slip will be sent home.