



Behaviour Procedure

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Approved by: Local Governing body
Date this version approved: June 2018
Date for review: June 2020

The Link Primary School

Behaviour Procedure

The Link Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment.

Objective

At the Link Primary school we aim to provide a learning environment in which pupils can achieve their maximum potential.

Pupils need security, consistency, praise and encouragement if they are to develop a positive self-image and be able to achieve. It is also our aim to teach children appropriate behaviour so that they can become responsible members of our school and wider society.

In order to meet this aim we have created a structured behaviour approach and plan in which:

1. Clear behaviour expectations are set.
2. Pupils are encouraged and helped to manage their own behaviour
3. Pupils are given constant positive reinforcement
4. Inappropriate behaviour is dealt with fairly and consistently

Each class reflects upon their individual vision and values in regard to behaviour for both pupils and staff and this should be on display for all staff and pupils to see.

Acknowledging pupil's efforts

Praise is the most effective and powerful tool for developing self-esteem, confidence and appropriate behaviour. We aim to develop a welcoming, warm, positive ethos and attitude to work and behaviour by the use of praise.

It is our aim that praise is the most consistent, positive reinforcement strategy used in our school. Teachers should find opportunities daily for acknowledging children's good behaviour. Our Friday assembly gives us an opportunity to praise positive behaviour in the form of handing out 'green cards' to pupils who have displayed caring, kind, positive behaviour through the week.

Rewards

We use a range of reward systems and strategies for good behaviour, courtesy and learning. Each class develops their own individualised reward systems which complement the needs of the pupils.

Teaching Responsible Behaviour

Pupils are given clear and consistent strategies by the whole team in order to help them manage their behaviour effectively. This may be in the form of prompt cards, visual aids, sensory tools / diets and SSA support.

The staff Code of Conduct, Teaching Standards and Staff Charter (RRSA linked) clearly states that all staff will model acceptable behaviour.

Children with persistently challenging behaviour

All staff recognise that all behaviour is communication and support students with empathy and in a positive manner.

Children who present with more challenging behaviour will have a Personalised Behaviour Plan in place with individual strategies and targets. This allows all staff to deal with challenging behaviour:

- Consistently
- Fairly
- In a pro-active manner
- In liaison with parents / carers and home

Always as a last resort, very challenging behaviour may result in a fixed – term exclusion at the Head teacher’s discretion. The decision to exclude is never made in isolation and is always discussed with staff and parents / carers.

Persistent challenging behaviour & SEND

In line with the SEN Code of Practice (Jan 2015) all challenging behaviour is closely monitored and appropriate interventions should be tried. In the event of tried and tested strategies proving unsuccessful, a more formalised approach will be put in place in relation to identifying the cause of the persistent behaviour(s). In some cases it may require further investigation by specialists such as Educational Psychologists and / or therapists. In all cases parents’ consent is sought and the school communicates regularly with the parents / carers to keep them up to date with the process. The school will offer strategies and in specific cases signpost parents to additional more specialised services that may be available.

Discriminatory Behaviour

Any racist, sexist or discriminatory behaviour is regarded as unacceptable and is logged within our behaviour records.

- The school specifically teaches the importance of valuing and respecting each other, differences, similarities and the respect for other beliefs and cultures
- Pupils are taught that all forms of discrimination are wrong
- All incidents of discriminatory behaviour are monitored

Recording

Staff use a range of supporting documents to manage and record behaviour:

- Appendix 1 – Behaviour Management Plan (Positive Behaviour Support Plan)
- Appendix 2 – Behaviour Record Weekly (for low level behaviours)
- Appendix 3 – Blank Levels for Behaviour Management
- Appendix 4 – Individual Risk Assessment for pupils

High level incidents of challenging or negative behaviour are recorded on our online recording system ‘SOLAR’.

Any injuries that occur are reported on using the school’s incident / accident forms and managed by the school office.

All behaviour recording data is reviewed by the Assistant Head teacher termly and a report is prepared to inform the school Governors of the recent information analysis.

All supporting documents are also reviewed by Assistant Head teacher regularly to ensure they are still effective in collecting informative data.

Physical Intervention

"Physical intervention should only be used:

- *Rarely and as a last resort*
- *When all other possible alternatives have been considered*
- *As part of a 'total response' to the pupils' behaviour (i.e. not in isolation)*
- *When the purpose of physical restraint is to restore safety*
- *When it can be justified as being in the paramount interests of the child and/or when the child is considered to be in immediate danger of harming self or others*
- *By staff who have been fully trained in positive behaviour management and who are conforming to the guidance set in the schools' positive behaviour management policy*
- *When it can be justified as a reasonable and responsible way of responding to a child's severe challenging behaviour"*

(OHCAT Positive behaviour policy- Academies July 2015)

"At the Link Primary School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour have an individual Positive Handling Plan (PHP). In relation to inappropriate behaviour, staff at the school will use their skills to defuse conflict situations. We will distract, cajole, persuade and negotiate with young people as well as reminding them of rules, privileges, rewards and sanctions.

There may be circumstances however, where verbal de-escalation alone is not enough to deal with the risks that present themselves, and physical steps need to be taken"

(The Link Primary: Care and control Procedure 2018)

Related Policies

- Safeguarding & Child Protection Policy – with reference to KCSIE 2016
- Equal Opportunities Policy
- Link Primary School – Keeping Children Safe Online Policy 2016
- The Link Primary: Care and control Procedure 2018
- OHCAT Positive behaviour policy- Academies July 2015