Barnes Farm Junior School

Behaviour Policy

"Relationships for Learning"

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Policy agreed February 2020 To be reviewed February 2022

Relationships for Learning (Behaviour) Policy

1. Purpose

At Barnes Farm we believe in a therapeutic approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic (school community and beyond).
Prosocial behaviour is positive, helpful and intended to promote social acceptance. It is demonstrated by our relationships with one another and by a concern for the rights, feelings and welfare of others within the dynamic.
The dynamic incorporates the whole school community and represents the relationships everyone has with each other within it. An individual's behaviour can affect the entire dynamic rather like ripples in a pond.

2. Aims

Our Relationships for Learning Policy aims to:

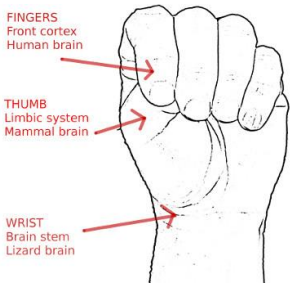
- enable high standards of achievement for all
- enable everyone within the dynamic to feel included, valued and safe
- promote, articulate and , in some cases, teach prosocial behaviours
- guide our responses to difficult or dangerous behaviours
- reduce exclusions and instances of bullying

3. Pedagogy

This policy is heavily influenced by the following sources:

- Essex STEPs training (STEP On – Nov 2019)
- DfE Timpson Review of School Exclusions (March 2019)
- DfE Mental Health and Behaviour in Schools (Nov 2018)
- Professor Dan Siegel's hand model of the brain
- Punished by Rewards – Alfie Kohn (1993)

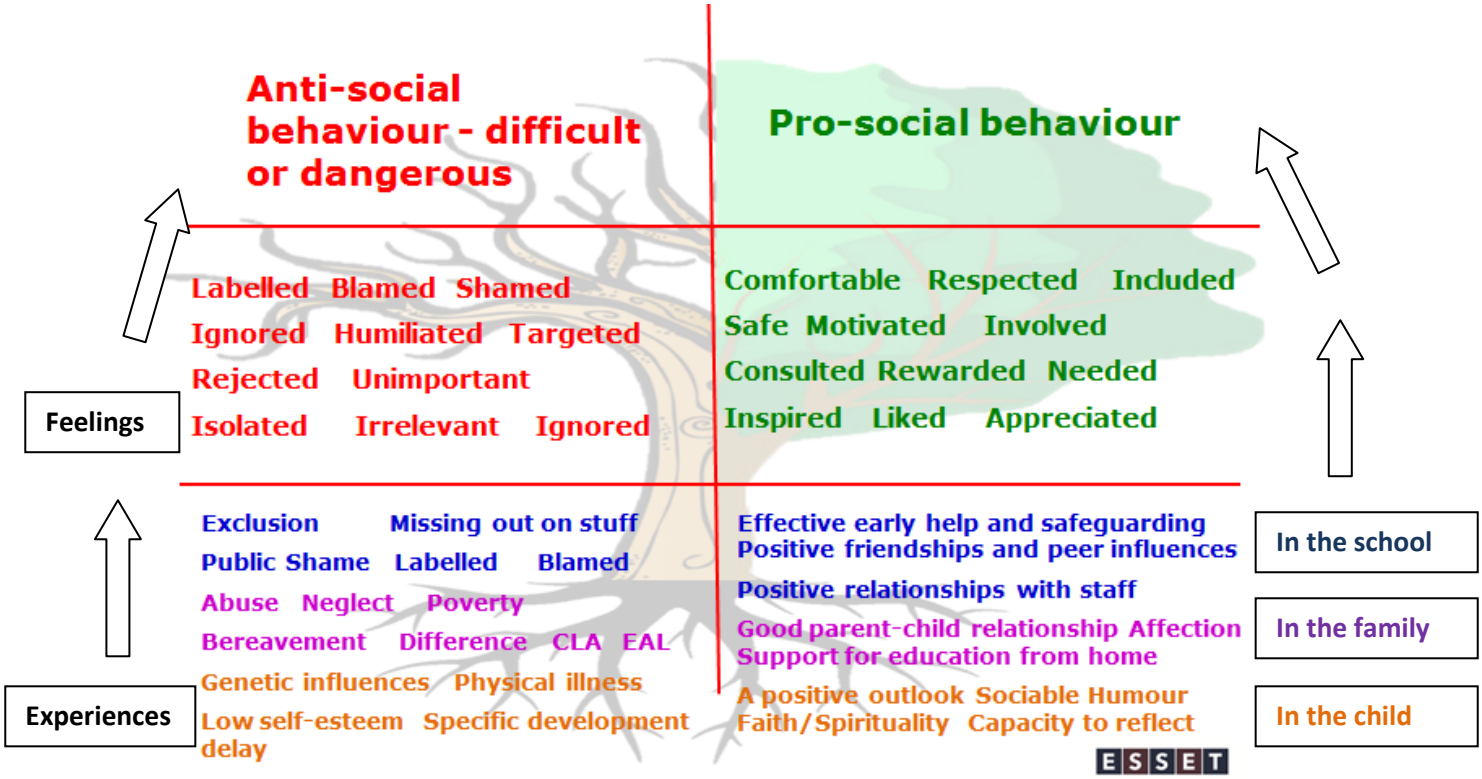
Behaviour



All behaviour (the way in which we act or conduct ourselves - especially towards others) can be categorised as consciously or sub-consciously driven. It is a form of communication. The work of Professor Dan Siegel represents the brain as a hand and illustrates how we learn to regulate our sub-conscious behaviour (limbic and brain stem) through our frontal cortex (human brain). At BFJS we use this understanding to interpret the behaviours presented to us in an effort to develop more effective co-regulation. We will analyse behaviours and respond differently depending on whether they are consciously or sub-consciously driven.

Experiences, Feelings and Behaviour

Adverse experiences create negative feelings which may drive anti-social behaviour. In turn, protective experiences elicit positive feelings which drive prosocial behaviour. These can be represented by a Roots and Fruits diagram. If we can create, influence or advocate the protective experiences, this will most likely result in prosocial behaviour.



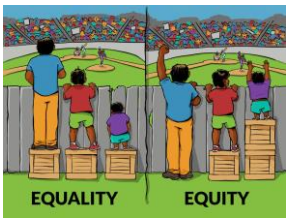
Mental health

Mental health problems affect many people. Certain individuals and groups of pupils (such as SEND) are more at risk than others. Risk factors (which are cumulative) can be identified as can protective factors which develop resilience.

	Risk factors	Protective factors
In the child	• Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

	Risk factors	Protective factors
In the school	• Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships	• Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

4. Inclusion and safeguarding



We advocate for each child to receive an equitable level of support so that they achieve equality of opportunity at BFJS. This means that each child may receive differentiated levels of support according to their need in order to have an equal chance of success. Our school is committed to safeguarding and promoting the welfare of both staff and pupils. We will identify behaviours which are anti-social and intervene if they become difficult or dangerous. This policy should apply to all pupils but we recognise that there may be instances where this policy does not apply. In this case, an individual risk reduction plan will be written specifically for that child in order to keep them and others safe.

5. Rights, Rules and Responsibilities

5.1 Everyone at Barnes Farm Junior has the following rights:

- **To be safe**
- **To teach or learn**
- **To be heard**

5.2 These rights form the basis of our school rules which aim to promote prosocial behaviours and are:

- **Be Positive** – E.g. Demonstrating pro-social behaviours
- **Be Respectful**- E.g. Listen respectfully, treat others as we wish to be treated
- **Be Responsible** – E.g. Look after ourselves and others, take charge of our learning

5.3 Specific rules for different areas of the school are devised and reviewed by the main stakeholders. There will be agreed rules for classrooms, the playground and general areas.

5.4 All members of the school community have the responsibility to foster and promote these values:

Children: behaving prosocially and helping others to do so
Staff: behaving prosocially, following this policy and promoting the school's therapeutic approach
Parents: behaving prosocially and understanding/supporting the school's policy
Governors: behaving prosocially and challenging/supporting the school's policy and practice

5.5 We aim to help children develop a growth mindset by actively encouraging learning habits that will help them to become successful learners, forge successful relationships and be likely to be more successful in their adult life. These are termed our 'Secrets of Success' and they are promoted in a variety of ways throughout the school, including through our House system.
The Secrets of Success are as follows:

- **Don't give up**
- **Try new things**
- **Work hard**
- **Understand others**
- **Concentrate**
- **Improve**
- **Imagine**
- **Push yourself**

Staff look for ways in which to develop, recognise, encourage and reward the demonstration of these learning habits as a key factor in the success of a pupil's experience at the Junior School.

6. School Organisation

Our school ethos / philosophy is central to establishing and maintaining high standards of behaviour. In order to promote prosocial behaviour we will:

- Develop relationships with everyone within the dynamic
- Identify risk and protective factors
- Have clearly understood and displayed school, class and lunchtime expectations
- Consider the importance of the school environment and invest in it
- Promote the children's involvement and commitment to all aspects of school life

7. Classroom Organisation

This is the responsibility of the class teacher to implement according to the whole school policy. The Relationships for Learning policy needs to be discussed regularly and how this applies in the classroom. For example – what does a prosocial classroom sound like, look like etc? In this way, every child in the school knows the standard of behaviour that is expected at Barnes Farm. These classroom expectations will be reviewed at the start of every new term.
It is vitally important that the children know the behaviours we are looking for, and that we are consistent in our application of this policy. We will ensure that:

- We show respect for the children
- We recognise and articulate what prosocial behaviour is
- We analyse behaviour not moralise about it
- We value every child
- We have high expectations of both work and behaviour
- We consider the impact of behaviour on individuals and 'the dynamic' (community)
- We set clear, common guidelines and rules within the classroom and these are understood by all appropriate adults, including supply teachers
- Where there are examples of inappropriate behaviour which need to be addressed we express clearly that it is the behaviour and not the child of which we disapprove e.g. we never tell a child that he/she is 'naughty', 'badly behaved' etc.
- We encourage restorative actions which directly link to the original anti-social behaviour
- We recognise that a child may need time to calm down, in a safe place, after an incident, before any meaningful discussion can take place.
- We will establish a mutually respectful relationship with parents and carers and we will refer to this policy when appropriate

8. Moving around the school

All staff will be responsible for ensuring that the supervision of children when moving around school has consistency in a safe, orderly and responsible way. We will expect that:

- Children should move around school in an orderly manner so as not to disturb others who are working
- Ensure that children are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly
- When the whole class is moving, the class teacher should ensure the classroom is empty before proceeding, again no child should be unsupervised
- Children should be supervised carefully when moving through/by any shared areas and ensure that they do not disturb others who are working

- Children should use appropriate entrances/exits and not return to the classroom unattended
- Children should observe the 'walking zones' when moving around the outside of the school

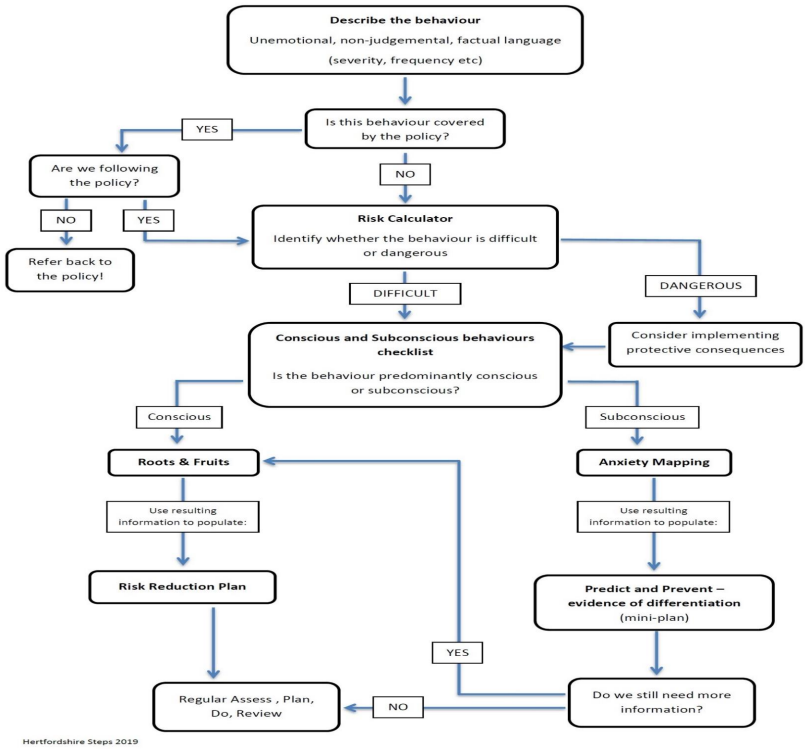
9. Rewards

We acknowledge that rewards do not influence long-lasting change in behaviour. The "Do this and you'll get that" culture of 'Behaviourism'[1] is not one that we want to embrace at BFJS. The focus can often lead to the reward rather than the activity or behaviour we are trying to encourage. A heavy rewards-based culture can simply create an even greater reliance on rewards.
Instead, we are aiming for children to develop intrinsic motivation - the desire to engage in an activity for its own sake and because of the satisfaction it provides[2]. Therefore, our rewards need to be based on further developing intrinsic motivation rather than unrelated bribes.

Rewards may include:

- Telling someone what you noticed and appreciated about their work or behaviour
- Publicly sharing special achievements
- Remembering something positive that someone did and reminding them
- Linking the 'Secrets of Success' to behaviours in and around the school
- House points for general good behaviour noticed by all staff
- A 'thank you' mention in a book maintained by the Mid-day staff team
- Individual charts and incentives such as catch me boards
- A certificate from the Headteacher following achievement over time in all areas of the 'Secrets of Success'.
- More rewards are itemised on Appendix 1

10. Responses to Antisocial behaviour (Appendices 2 + 3)



[1] B F Skinner Walden Two 1948
[2] Punished by Rewards – Alfie Kohn 1993

11. Difficult and Dangerous behaviour (anti-social behaviour)

It can be very helpful to consider behaviour as a form of communication. When examining and talking about anti-social behaviour, it is useful to separate it into two types: *difficult behaviour* and *dangerous behaviour*.

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- interferes with the pupil's own and / or other pupils' learning;
- disrupts the day to day functioning of the school, making it a less safe and orderly environment
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy

It should be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage.

Dangerous behaviour in the school context encompasses behaviour that is generally:

- likely to result in imminent harm to others or self (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse)

- destructive, including significant destruction of property and the environment (to an extent that would be considered criminal if the person was of the age of criminal responsibility);
- self-harming, including head banging, scratching, hitting, kicking, biting and poking
- striking another adult / pupil with an object (to an extent that would be considered criminal if the person was of the age of criminal responsibility)

<u>Responding to difficult behaviour</u>

Evidence suggests that pupils do better where they have strong relationships with staff. It is these staff who will be able to support them at the times of most difficulty. Therefore, developing good relationships with all pupils is a vital precursor to managing behaviour and supporting emotional wellbeing. Positive relationships are a protective factor in helping pupils become resilient.

It is important to remember that some behaviour, which may be deemed 'difficult', may be characteristic of a particular need and particularly prevalent in pupils with learning disabilities or autistic spectrum disorders. These could include rocking, repetitive vocalisations, ritualistic hand movements and self-stimulation (un-social behaviour). For these pupils, it will be necessary to adopt a proactive approach to supporting them with these behaviours and to raise awareness of the behaviour with other staff and explain why it is happening. This should be done using the Risk Reduction Plan and accessing external support if appropriate.

The Relationships for Learning Policy should be sufficient for the majority of pupils. There will, however, always be a minority of pupils in any school whose needs are such that they lead to difficult behaviour. Schools should seek to understand this behaviour and meet the needs of these pupils. All responses to difficult behaviour should be consistent, respectful, calm and logical.

<u>Responding to dangerous behaviour</u>

Most pupils do not display dangerous behaviour, however, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. Best practice expects that

Risk Reduction Plans will be used to prevent dangerous behaviour; assess, plan, do and review. This will ensure that effective 'adult response plans' are in place for those children requiring them. The key to the success of any plan is that it is fully discussed, understood and implemented consistently by all staff, pupils and parents / carers.

When faced with potentially dangerous behaviour, we will attempt to de-escalate it. The use of a 'script' is advised. The pupil should be spoken to calmly, assertively and respectfully at all time. Simple de-escalation phrases are recommended: for example;

1. **Name** *(Use the pupil's name)*
2. **I can see there's something wrong** *(acknowledge their right to their feelings)*
3. **I'm here to help** *(tell them why you are here)*
4. **Talk and I'll listen** *(it may be possible for staff to find out how the situation has developed, or how it may be resolved).*
5. **Come with me and we can**…….*(give them an 'out' to withdraw from the situation)*

During this period, the pupil should be given physical space and time to recover and respond to requests . Where de-escalation has not been possible and difficult or dangerous behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. Staff should always stay with the pupil, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the pupil further. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.
As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice.

12. Use of physical contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- to comfort a pupil in distress *(appropriate to their age and individual specific needs identified through a risk assessment);*
- to direct a pupil;
- for curricular reasons *(for example in PE, Music, Drama etc);*
- in an emergency, to avert danger to the pupil or others;
- to congratulate a pupil (hug)

The guidance produced by the Department for Education (July 2013) Use of reasonable force - Advice for headteachers, staff and governing bodies (DfE, 2016) states that:

*"Schools **should not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm."*
In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual needs and history;

- the location where the contact takes place (ideally it should not take place in private without others present).

12.1 **When will we use physical contact?**

Staff at Barnes Farm Junior School may use touch with children in order to comfort, reward or guide. It should be acknowledged that some children will not want to be touched. This should be respected.

12.2 **How will we use physical contact?**

Hugging

A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages 'front on' cuddling and placing the adult's hands on the shoulders limits the ability of the pupil to turn themselves into them.

Hand-Holding

It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move pupils, this can become a restraint.

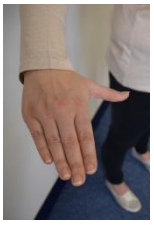
Therefore, the best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security if it is required.

Lap-Sitting

This is not encouraged at Barnes Farm Junior School.

Guiding and Escorting

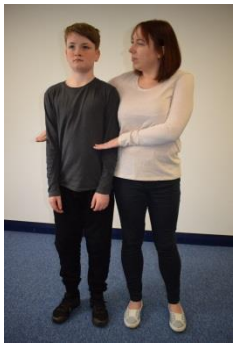
It may be necessary to guide or escort a child. This can de-escalate a situation and is not classed as restraint because the child will always be able to release themselves from the hold. Hands should form an 'open mitten' at all times. The following techniques may be used:



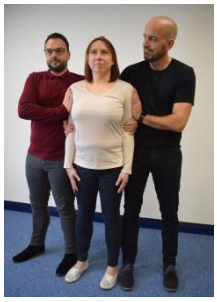
Open Mitten guide *(to protect or turn)*

Open mitten guide *(to communicate)*

Open Mitten escort *(to support, guide and escort)* Open mitten escort *(paired)*



Supportive arm *(to support, guide and escort) – individual and paired*



13. Use of reasonable force and restrictive physical intervention (restraint)

Keeping Children Safe in Education (DfE, 2019) states: "*When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force".*

The guidance produced by the Department for Education (July 2013) "Use of Reasonable Force" is helpful and the following section is directly from this guidance.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm* through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
  **This must not involve gripping as it could result in harm to the child. Staff will need training if this is a regular occurrence*
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils, redirecting a pupil's path, or active physical contact such as escorting a child by the arm or

arms out of a classroom. This should never involve pulling or dragging.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.*
  **Staff have received training specific to the identified needs of their school which will significantly reduce the likelihood of this happening – Jan 2020*

Who can use reasonable force?

- 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 headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from harming themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The 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.

Schools can use reasonable force to:

This list is not exhaustive and provides examples of where reasonable can and cannot be used – this is also taken from DfE guidance

- 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; and

- restrain a pupil at risk of harming themselves through physical outbursts.

  Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted

Key messages

We will not use force as a punishment; - "it is **always** unlawful to use force as a punishment" (Use of Reasonable Force - DfE, 2013)

It must be emphasised that the vast majority of pupil misbehaviour can be managed without any use of force or restraint. All behaviour can be seen as communication.

We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs (Behaviour and Discipline in Schools – DfE, 2016)

All members of staff have a 'Duty of Care' towards the children in their care. Therefore, if a child is likely to be at risk from harm in an emergency situation, action must be taken and this may include a physical intervention

The action taken will be dependent on the level of risk and the assessment that is made at that moment in time.

Where children show dangerous or harmful behaviour, identified through a risk assessment, then restrictive physical intervention may be considered as a strategy to manage harm. The necessity to use this should reduce over time. If incidents do not decrease, it is not a successful strategy and risk management plan reviews need to take place regularly (at least termly).

The following principles must be borne in mind when considering any use of physical restraint:

- Physical intervention carries the possibility of being interpreted as an assault;
- Physical intervention may carry the risk of injury to the child or to the adult involved;
- Any consideration of the use of restraint or containment should only occur, as a last resort, where no other intervention is feasible or effective; and
- The intention of any physical intervention must be clear

In short, staff should only intervene physically to restrain or contain a child:

- Where there is a clear danger to the child or others (including adults);
- Where all other interventions have failed or are not feasible;
- With the clear intention of removing the child from danger; and
- With the minimum force required to ensure the child's safety

It is recommended that identified members of staff are appropriately trained in de-escalation techniques and the use of restraint. The Local Authority currently promotes the 'Steps' approach. This consists of:

'Step-On' - focus on de-escalation, analysis and planning around behaviour and non-restrictive physical intervention. ***All staff at BFJS trained January 2020***

'Step-up' - focus on clearly audited need for restraint and appropriate training in line with this.

14. The use of consequences

'Consequences' can be a useful response to particular behaviours. Evidence suggests that punishments and sanctions alone have limited long-term effects, so it is important for the pupil to see a logical link between their behaviour and the response. Consequences should have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational.

Protective consequences: required to protect the rights of others

- Increased staff ratio
- Change of school day / timetable
- Arrangements for access to outside space
- Pupil escorted in social situations
- Differentiated teaching space
- Appropriate use of exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return)

Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this.

Educational consequences: required to support through teaching, encourage and motivate the pupil to behave differently next time

- Ensure the pupil completes the task they have disrupted
- Rehearse / model situations through intentional teaching of prosocial behaviour
- Ensure the pupil assists with repairs where they have caused damage (when possible and practical)
- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
- Provide the pupil with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (the Restorative Justice approach is one that could be used)

15. Reflect, repair and restore

There is strong evidence that restorative processes where reflections and learning take place are successful in supporting wellbeing and long-term behaviour change. During any incident the pupil's behaviour may be influenced by a strong feeling of anger, frustration, or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently. Equally, the impact of the incident on the staff and others involved should also be recognised.

Once it is considered the pupil is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other pupils). The purpose of reflect, repair and restore is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, *once the situation has been sufficiently calmed* may be as follows:

1. Explore what happened (tell the story)
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time

Some examples of restorative questions within this discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you next time something happens?

To be effective, the reflect, repair and restore process should be adjusted according to the age, understanding and other needs of the pupil.

From time to time a child may behave in a way that does not meet the school's expectations. It is important that children of all ages realise that there is a consequence to their actions but they are also encouraged to think about how they can change that behaviour.

We will always look at factors that may affect behaviour including:

- Is there good classroom organization and are there appropriate structures?
- Is there a quick response to acceptable behaviour?
- Are there clearly defined guidelines and boundaries?
- Are there high expectations?
- Ensuring that bad behaviour is not arising from an inappropriate level of work.

We will also look at attitudes to school and learning from home as well as take in to account changes in home circumstances. It is important that parents inform the school of anything that might affect a child's behaviour.

16. Equal Opportunities

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.
We recognise that adults may have preconceived expectations of children's behaviour and we are committed to challenging discrimination and stereotypes. We will ensure that our Relationships for Learning Policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow the policy. We recognise that children's behaviour can be variable and can be affected by different situations and their emotional needs. At Barnes Farm Junior School we feel it is important that the whole school has a consistent approach to promoting positive behaviour with clear expectations.
See also Equal Opportunities policy

17. Bullying

School recognises and affirms the right of every child to learn in a safe and secure environment, and therefore are proactive when an incident of bullying is reported. Refer to the Anti-Bullying policy for procedures followed.

18. How will we know it's working?

What is expected?

1. The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
2. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
3. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
4. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
5. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
6. Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
7. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

We aspire to…

1. Meet the criteria above securely and consistently.
2. Enable pupils to behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
3. Enable pupils to consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
4. Enable pupils to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

19. Managing allegations against members of staff / volunteers

In Essex, every school must work in accordance with statutory guidance and the Essex local procedures in respect of allegations against an adult working with children in a paid or voluntary capacity. Essex SET Procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils, parents and HR. **The school should not carry out any investigation before speaking to the LADO.**

20. Communication to parents / carers following use of restraint

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents *(see appendices on page 14)*. Parents should be informed of the incident initially by phone and it should then be followed up in writing (this process should be set out in the school Behaviour Policy). Where it is necessary to exclude a pupil for the incident, there is separate guidance on exclusion and supporting model paperwork for schools to use to ensure they meet statutory requirements relating to this.

21. **Seclusion, withdrawal and isolation**

Seclusion: when a pupil is *forced* to spend time *alone* and *against their will* (for example, they are prevented from leaving a room of their own free will (including locking a door, holding a door closed, a handle or exit button placed out of reach of pupil). Seclusion **must not** be a planned response to behaviour and can only be considered in **exceptional** or **emergency circumstance** (as concluded by the Child C versus Local Authority court case - *Royal Courts of Justice 16th June 2011*)

Withdrawal: the removal of a pupil from a place of stress to a safe place, where they can be supported and monitored until they are ready to re-engage with learning – the child may need the choice of some time alone to 'recover', according to their needs. This may be the ICT Suite, pod or an office space.

Isolation: the removal of a pupil from their peer group. Schools use this in a range of ways, often in what are referred to as 'internal exclusion', 'reflection' 'isolation' or 'inclusion' rooms / booths. We may choose to educate a child away from their peer group only as a protective factor and with the agreement of the Headteacher. This may be in another classroom or communal space under supervision but never in isolation.

Schools must at all times consider the well-being and mental health of all pupils and staff.
In line with Essex guidance, they **must always act 'reasonably' and 'proportionately'**.

22. Legal Parameters

22.1. Teachers have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- *The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.*
- *Teachers have power to impose detention outside school hours.*
- *Teachers can confiscate pupils' property.*

23.2 The Headteacher, Team Leaders and the Senior Midday Assistant can impose a lunchtime detention. Parental consent is not required but reasonable time must be given for the pupil to eat, drink and use the toilet. No detentions will be issued after school unless authorised by the Headteacher and only in exceptional circumstances.

23.3 There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. *The general power to discipline (as described in the bullets under the heading 'Discipline in schools - teachers' powers' on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects*

them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2. *Power to search without consent for prohibited items including:*

- *knives and weapons*
- *alcohol,*
- *illegal drugs*
- *stolen items*
- *tobacco and cigarette papers*
- *fireworks*
- *pornographic images*
- *any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property*
- *any item banned by the school rules which has been identified in the rules as an item which may be searched for*

23.4 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

23.5 Members of staff have the power to use reasonable force (ie the degree of force used should be no more than is needed to achieve the desired result) to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

23.6 Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

23.7 Staff (including unpaid staff specifically authorised by the Headteacher) may use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so (this is a last resort and will usually be dealt with in other ways);*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

Please note that certain restraint techniques pose an unacceptable risk. Please use the DfE publication 'Use of Reasonable Force' for the latest advice. Currently these include:

- *the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;*
- *the 'double basket-hold' which involves holding a person's arms across their chest; and*
- *the 'nose distraction technique' which involves a sharp upward jab under the nose.*

23.8 Where the Headteacher considers there to have been a serious use of reasonable force, it will be reported to parents and Governors.

23.9 Force will never be used as a punishment.

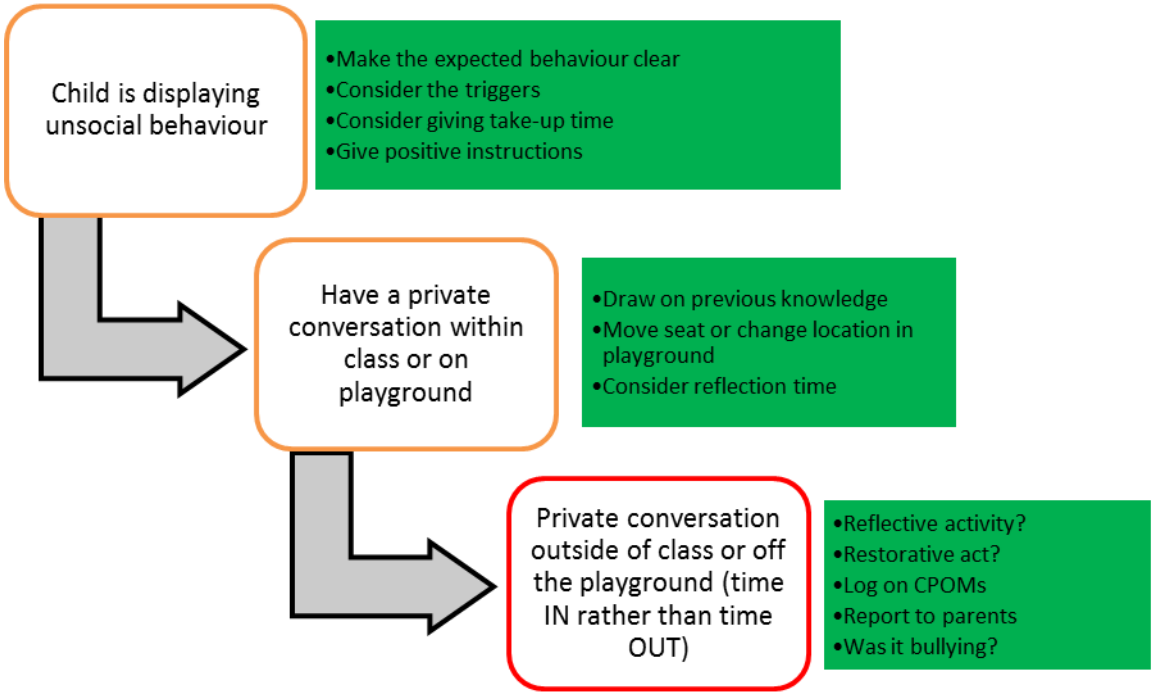
23.9.5 We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of disabled pupils or those with special educational needs (SEND).

Appendix 1

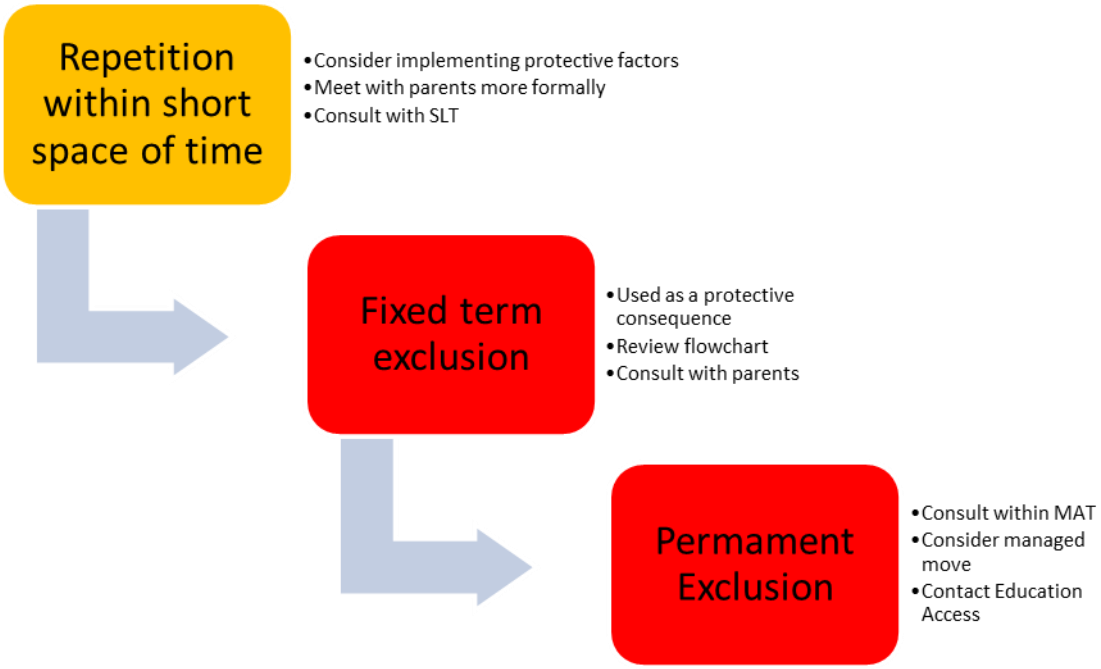
Star of the Week
Positions of responsibility
Secret of Success Award
Newsletter mention
Share tales of achievement
'Keeping in mind'
Look for new opportunities
Use humour appropriately
Spot talent
Show an interest
Catch up with people
Facilitating and promoting positive relationships for learning
Verbal praise
Applause
Thumbs up
Written feedback
Work displayed
Online share
Refer to a colleague
Feedback to parent/carer
Award House Point
Celebrate winning teams
Mention to an expert

Appendix 2

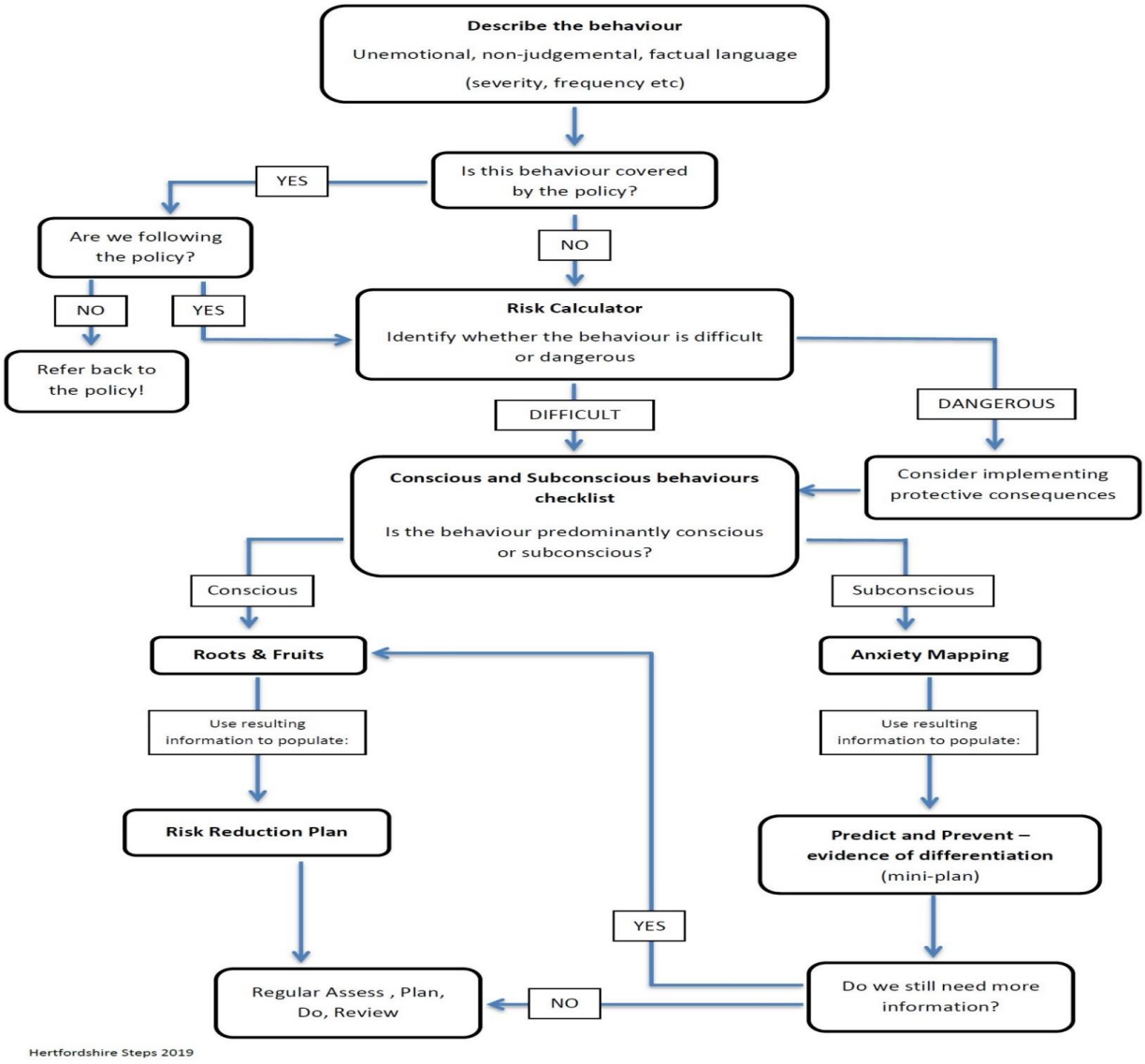
Escalation Pathway at BFJS



Was it difficult or dangerous behaviour? Follow flowchart in Appendix 3



Appendix 3


Describe the behaviour
Unemotional, non-judgemental, factual language
(severity, frequency etc)
Is this behaviour covered by the policy?
YES
Are we following the policy?
NO
YES
Refer back to the policy!
NO
Risk Calculator
Identify whether the behaviour is difficult or dangerous
DANGEROUS
Consider implementing protective consequences
DIFFICULT
Conscious and Subconscious behaviours checklist
Is the behaviour predominantly conscious or subconscious?
Conscious
Subconscious
Roots & Fruits
Anxiety Mapping
Use resulting information to populate:
Use resulting information to populate:
Risk Reduction Plan
Predict and Prevent – evidence of differentiation (mini-plan)
YES
Regular Assess , Plan, Do, Review
NO
Do we still need more information?
Hertfordshire Steps 2019