



Stormont School

BEHAVIOUR POLICY
(including positive reinforcement, rewards,
sanctions and misbehaviour)

EYFS – FORM 6

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Issued by Deputy Head

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The policy will be published on the website for current and prospective parents, governors and volunteers. It is available on the Central Resources Library for Staff. Hard copies are available from the School Office.

BEHAVIOUR POLICY

INTRODUCTION

This policy has regard for the Equality Act (2010), for *Working Together to Safeguard Children (2015)* and *KCSIE (September 2016)*, and should be read in conjunction with the school's anti-bullying and safeguarding policies.

Non Statutory advice *Behaviour and Discipline in Schools (2016)* is also a useful source of guidance.

The following quotations from the National Curriculum Council document on **“Spiritual and Moral Development”** (April 1993) have been taken into account when planning our Behaviour Policy.

“Children need to be introduced from an early age to concepts of right and wrong so that moral behaviour becomes an instinctive habit. As they get older, pupils should come to an understanding of why rules are important, and should act upon them from conviction, rather than simply from fear of getting into trouble. Older pupils are more likely to feel a commitment to abiding by the values of the school if those values are openly and explicitly discussed with them.”

“Values are inherent in teaching. Teachers are by the nature of their profession ‘moral agents’ who imply values by the way they address pupils and each other, the way they dress, the language they use and the effort they put into their work.”

“Children are more likely to behave responsibly if they are given responsibility. But this can only be really effective in a community which gives that responsibility within a framework of clearly stated boundaries of acceptable behaviour and where teachers respond firmly and promptly to those pupils who exceed those boundaries.”

This policy applies to all children in the school, from the EYFS ~ Reception Form to Form 6. The named person with responsibility for behaviour management issues in EYFS is Mrs Anne Curley.

THE AIMS

- To develop a whole school behaviour policy supported and followed by the whole school community, children, teachers, non-teaching staff, other adult helpers, parents and governors, based on a sense of community and shared values.
- To apply positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour by providing a system of rewards for children of all ages and abilities
- To develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- To encourage the children to take increasing responsibility for themselves and their behaviour and for the well being and happiness of others

PRINCIPLES

The academic, social and emotional development of each pupil is dependent upon the atmosphere created within the school. A behaviour policy helps to create an atmosphere where everyone knows the expectations of all involved in the school. It is important for teachers and other adults in school to be consistent and fair in their handling of pupils in order to provide a comfortable and

secure environment. This is dependent upon mutual respect between teacher, pupils and parents. Teachers, non-teaching staff and other adult helpers are encouraged to approach the care of our children in a positive way, reinforcing the philosophy and ethos of the school and following the school's Behaviour Policy and Anti-Bullying Policy.

Positive behaviour will be discussed explicitly and reinforced during Assemblies, Form Times and PSHE lessons and as opportunities arise at other times in the school day. Implicit messages about behaviour will be picked up by children in the classrooms, on the verandah, in the corridors and on the playground when they see how adults and other children react to each other and members of staff should be aware of the role models they set the children.

At Stormont all adults involved within the school are responsible for and should have high expectations of the children.

The following points are worthy of consideration:

- Good behaviour has to be worked for, it does not simply happen
- Standards of work, respect and behaviour depend upon the example set by all adults in the community
- All members of the community should expect to give and receive respect
- Positive behaviour is to be promoted at all times.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. The success of a Behaviour Policy is tested not by the absence of problems but by how they are dealt with when they occur. (See Policy for Anti-Bullying)

Discipline and the development of self discipline are achieved through a co-operative process involving pupils, staff and parents.

GOLDEN RULES

The whole school follows a set of Golden Rules, referred to in posters around the school, in lessons and in assemblies. They are:

Always follow instructions straight away

Be polite at all times and show good manners

Care for everyone and everything

Do your best and join in

When children are spoken to about their behaviour, given sanctions or parents spoken to in regard to poor behaviour, the golden rules are the starting point for that conversation.

STRATEGIES

LIAISON WITH PARENTS, INCLUDING TRANSITION ARRANGEMENTS

Parents receive information about the ethos of the school and its expectations regarding discipline before their daughters begin at Stormont, during introductory meetings, in the New Parents Handbook and in the Parents Contract they sign. Staff will reinforce expectations during the Syllabus Meetings at the beginning of the Autumn Term. Pupils have the opportunity to visit the school for a day before they join, and to spend the afternoon with their new Form Teacher and class in the term immediately preceding admission (Moving Up Afternoon).

A good relationship between parents and school is essential. Parents should feel welcome at the school. They may have access to the staff at the beginning or end of the day (by appointment if more than a brief word is needed) and they are encouraged to communicate with staff through the homework diary/phone/email. Parents are encouraged to share concerns about home

circumstances or medical matters which may affect their child's work or behaviour in school. Any discussions are held in confidence if desired or necessary.

REWARDS SCHEME

In order to foster and promote good discipline, staff:

- Actively look for the positive
- Praise, give positive feedback and reward good behaviour
- Reinforce examples of correct behaviour wherever noted . in the children themselves, in books, in related incidents (news), through drama
- Provide clear consistent expectations of behaviour
- Simple achievable targets may be set by members of staff to modify behaviour
- A child meeting targets should be positively acknowledged

To help achieve this, a House Point System is in place.

Each pupil is a member of one of three Houses (St Andrew's, St George's and St Patrick's) and any points gained by an individual pupil go towards the total number for their house.

The scheme runs throughout the school and points may be given by any member of staff.

The total number of points per house is added up and the numbers given to the Head in time to announce at the weekly Good Work Assemblies.

The House with the most points at the end of term is awarded the House Points Cup. Once a week, during Assembly, the Head will set a target for the week.

House Points are awarded for good behaviour, helpfulness, consideration, courtesy or for a positive attitude to work. Once they have been awarded they are not taken away, neither can children lose a house point.

At the School Council Meetings, issues involving behaviour, consideration and tolerance for others may be discussed.

SANCTIONS

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. The boundaries for what is considered to be acceptable behaviour at Stormont are made clear in the **Golden Rules**, by Form Teachers and other members of staff, in PSHE lessons and in Assemblies.

Minor breaches of discipline are generally dealt with by the form teacher, or the member of staff teaching the pupil or *on duty* when the problem occurs. The adult should deal with the problem in a caring, supportive and fair manner, with some flexibility as far as any sanctions are concerned. Members of staff should listen to the child's explanation and must ensure that the child understands why the behaviour is unacceptable.

Generally, if a problem has arisen and been dealt with by another member of staff **the Form Teacher should be informed.**

To encourage / monitor good behaviour and to aid communication, Playground Books . Upper School and Lower School - are used by the Playground Assistants and Staff on duty. Incidents relating to disagreements, misunderstandings and behaviour causing concern should be noted in the book. The books are kept in the Lower School.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

In upper school, a breach of the Golden Rules may lead to a member of staff giving a Sanction Card to the child in question. The pupil w~

ill take the card to the Deputy Head to discuss their behaviour. Teachers will email the Deputy Head to inform that a sanction card has been given. A record of the sanction will be made, with three sanctions in one term resulting in a missed playtime where the child will be given time to reflect on their behaviour.

Other sanctions which may be used include a verbal reprimand and reminder of expected behaviour, moving to sit alone for a short period of time, letters of apology, loss of responsibility or being sent to the Deputy Head.

An Upper School child may be sent to a senior member of staff, but it is more desirable that the child should be escorted or the senior member of staff summoned as appropriate. In Lower School, they must always be accompanied.

For serious breaches of the Golden Rules a Behaviour Sheet should be filled in by the child and member of staff concerned (see Appendices). An Upper School child will then discuss the behaviour sheet with the Deputy Head and the parents will be contacted. In Lower School, the Head of Lower School will manage the Behaviour Sheet Process. Behaviour sheets will be recorded in a folder and on the child's Engage profile.

PHYSICAL RESTRAINT

- Any use of physical restraint must be by reasonable and non-injurious means; it may only be used when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing. Physical restraint should be used only as a last resort only in situations where injury to a pupil, staff or others is highly likely or where substantial damage to property appears inevitable. Any restraint should be measured and controlled, for a limited duration and minimum required to avoid the above. Any physical restraint action taken by staff or others in position of responsibility within the school must be reported **immediately** to the SMT, the parents must be informed the same day and a written incident report completed (copies to Form teachers/Co-ordinators) within 24 hours.
- It is not realistic to suggest teachers should never touch pupils; they, and other staff in the school, have the right to use reasonable force to control or restrain pupils in certain circumstances, for example:
 - To prevent a pupil from
 - Committing a criminal offence
 - Injuring themselves or others
 - Damaging property, including their own
 - Behaving in a way which is prejudicial to the good discipline and order of the school, whether in the classroom or elsewhere where the member of staff has lawful care of a pupil

Although there is no legal definition of what constitutes reasonable force, the degree of force must be in proportion to the incident and the minimum to achieve the desired results. It should not, therefore, be used to prevent a trivial misdemeanour.

Examples of situations where reasonable force might be justified include:

- Violent behaviour by a pupil, such as fighting or attacking a member of staff or another pupil
- Acts of vandalism
- Behaviour by a pupil, such as rough play, the misuse of objects or running in corridors, which is likely to cause personal injury or damage property
- Refusal by a disruptive pupil to leave the classroom.

Members of staff should exercise great caution in the use of force and always try to use other means to resolve the situation. This is particularly important where the enforcement of good order

is the motive and there is no risk to person or property. Staff should not act in any way that might cause pain or injury e.g. by striking, holding a pupil around the neck or pulling hair or ears in any way. As always, any physical contact with a child that could in any way be construed as being indecent or in a private area is inappropriate in any situation.

See Appendix A for further guidance.

- A record of all such incidents will be kept and will include:
- The names of pupils involved, any witnesses, together with where and when the incident took place
- The reason why the use of force was necessary
- A description of the incident, including the steps taken to calm the situation before force was deemed to be necessary and the nature of the force used
- The pupil's response
- The outcome of the incident
- Details of any injury suffered by any of the parties or damage to property.

CORPORAL PUNISHMENT

Stormont adheres to the policy that corporal punishment, both its use and the threat of it, is prohibited at all times whether or not within the school premises. Physical contact, or the threat of it, which is deliberately intended to punish a pupil or to cause pain or humiliation is never acceptable.

BEHAVIOUR MODIFICATION PROGRAMME

If poor behaviour is persistent and does not respond to the above, the Head will be informed and Parents will be involved at the earliest possible stage. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents support. A record should be kept on Engage. The anti-bullying policy and procedures may also be invoked if appropriate.

Alternatively, if it is felt appropriate, the Head of Learning Support may be asked to help to provide extra support, assessment, monitoring and review in accordance with the government recommendations. The extra support would be a behaviour modification programme to target specific behaviour problems with the emphasis on rewarding positive behaviour and encouraging children to take responsibility for their own behaviour.

If necessary, an outside agency may be recommended: e.g. a child psychologist, behavioural therapist or family counsellor.

MAJOR BREACHES OF DISCIPLINE

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Deputy Head or the Head, who will deal with it severely, particularly if the problem keeps recurring. Again, the anti-bullying policy and procedures may also be invoked if appropriate.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning from the Head or Deputy Head as to future conduct.
- Withdrawal from the classroom for the rest of the day and a phone call to parents informing them of the problem.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then temporary suspension procedures are implemented after consultation with the Board of Governors
- A case conference involving parents and support agencies
- Permanent exclusion, in line with the exclusion statement and after consultation with the Board of Governors
- Parents have the right of appeal to the Board of Governors against any decision to permanently exclude

N.B. A very serious problem may result in the normal procedure being abandoned and a child being temporarily suspended immediately.

Please also refer to the current version of the Stormont Terms and Conditions which is part of the Parent contract.

REASONABLE FORCE

There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanor, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
- Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the pupil.

Practical considerations

Before intervening physically, a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or, (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Where the risk is not so urgent the teacher should consider carefully whether, and if so when, physical intervention is right. Teachers should always try to deal with a situation through other strategies before using force. All teachers need developed strategies and techniques for dealing with difficult pupils and situations which they should use to defuse and calm a situation. Advice about this will be included in the draft guidance on pupil behaviour and discipline policies referred to in paragraph 3. In a non-urgent situation force should only be used when other methods have failed.

That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

The age and level of understanding of the pupil is also very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older pupils. It should never be used as a substitute for good behavioural management.

Behaviour Sheets

Procedure for completing

In the **Upper School** a child should only be asked to complete a sheet for a serious breach of one of the **Stormont Golden Rules**

1. The member of staff concerned should ensure that the sheet is completed as soon as possible after the incident.
2. The sheet is then passed to the Form Tutor and finally to the Deputy Head
3. The Deputy Head informs the parents and discusses what action has been taken.
4. The sheets are stored in the Deputy Head's office.
5. A child who completes three sheets in one term is then sent to the Head.

In the **Lower School** a **Behaviour Sheet** is only filled in for a serious breach of one of the **Stormont Golden Rules**.

1. The member of staff concerned should ensure that the sheet is completed as soon as possible after the incident by the child or in conjunction with the child.
2. The sheet is then passed to the Form Tutor and finally to the Head of the Lower School.
3. The sheets are stored in the Deputy Head's office.
4. The Head of Lower School informs the parents and discusses what action has been taken.
5. If the number, or frequency, of completed Behaviour Sheets causes concern the child may be reported or escorted to the Head or the Deputy Head. The child's parents will then be invited to come and discuss the situation with the Form Tutor. The Head of the Lower School may also attend the meeting.

Behaviour Incident Sheet -Upper School

Name of pupil:

Date:

Name of staff:

Time:

Account of incident *(to be filled in by member of staff):*

Signed

What I did wrong:

Signed

What I should have done:

What I can do to put it right:

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Behaviour Incident Sheet ~ Lower School

APPENDIX D

| | | |
|----------------|-------|-------------|
| Name of Pupil: | Date: | Place: |
| Name of Staff: | Time: | Form Tutor: |

| What did I do? | What rule did I break? | What should I have done? |
|-----------------------|-------------------------------|---------------------------------|
| | | |

| |
|---------------------------|
| Comment (member of staff) |
| Signed----- |

Upper School Sanction Card

DEPUTY HEAD



Take this card to the Deputy Head at your next break time
or when your teacher tells you to.