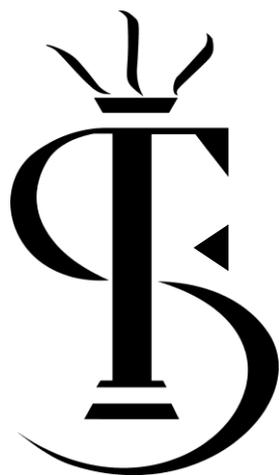


SOUTH FARNHAM SCHOOL

The Continual Pursuit of Excellence



BEHAVIOUR

POLICY

REVIEW: ANNUALLY

LAST REVIEW DATE: 2020

BEHAVIOUR POLICY

PART ONE – DISCIPLINE

This is a statement of the aims, principles and strategies relating to behaviour in our school. It was developed through a process of consultation with teaching staff and governors. The policy will be reviewed annually.

INTRODUCTION

The rules within the school reflect its aims and, as such, the emphasis is upon instilling in pupils a sense of self-discipline. Pupils are expected to behave sensibly and safely at all times, showing good manners and consideration towards adults and peers.

Children will respond to positive encouragement and will, in general, behave more appropriately if they are given responsibilities. Jobs such as looking after equipment, art areas, putting computers out etc are not only very helpful, they also provide a real opportunity for children to be involved and to be responsible members of school. There are few specific rules and these are primarily concerned with ensuring the safety of the child.

Whenever possible encourage good behaviour and celebrate it with the whole class or groups of children.

POSITIVELY REINFORCE GOOD BEHAVIOUR

High expectation of the children is an important part of developing self-discipline. The children reflect the attitudes, values and moral code of those they love and respect. Teachers, and other adults in the school, play a very important part in a child's development by setting the highest possible standards of behaviour and by showing their commitment to the ethos of the school. Children will learn from observing how adults behave towards each other as well as how they respond to the children.

Discipline is seen as a code of behaviour and helps each individual within our community as well as contributing to the overall direction of the school. Co-operative support for mutually agreed goals is our aim and by explaining to children 'why' as well as 'how' they should behave will contribute to a lifelong discipline.

CHILDREN SHOULD BE LOVED AND RESPECTED

SCHOOL RULES

1. Children should not enter the school building before 8.45am unless they have been given permission by a member of staff.
2. Children should only use entrances/exits allocated to their year group.
3. At break time, only children with permission may remain inside the building.
4. The field may only be used as a play area when weather permits.
5. Children must not leave the premises at any time without permission.
6. No PE equipment may be removed from the store without permission.
7. All items of school uniform and other personal equipment must be clearly labelled.
8. Jewellery should not be worn in school.
9. Medication in School: Prescribed medicines and non-prescribed medicines will, from time to time, be needed by a number of children. It is important that all medicines are held centrally in the school office and that parents complete the appropriate permission form. Teachers should

10. not give permission for medicines to be used or administer them to the children without the prior permission of the Head teacher (see Policy for Pupils' Health and the Administration of Medicines).

EPIPENS

Epipens will be kept in the school office except when the child is away from school on a visit, when it should be held by the teacher in charge, who will undertake responsibility for that child.

JEWELLERY

Jewellery should not be worn in school for two reasons. Firstly, it may be lost or damaged, and secondly, as in the case of earrings, they can be a danger. Children should be reminded that this is the rule by the class teacher. In the case of newly pierced ears it is sometimes necessary to wear sleepers for a number of weeks. Children may not take part in PE if they are wearing any jewellery and we, therefore, recommend to parents that they have their child's ears pierced at the beginning of the school holiday so that they may take a full part in the PE curriculum upon their return to school.

WATCHES AND VALUABLES

Teachers should keep watches in a tin during PE lessons to ensure their safety. Valuable items are not encouraged to be brought to school. If however, they do arrive the teacher should take possession of the item, to keep it safe, and return it at the end of the day with a reinforcement of the school rule.

As teachers we understand the need for mutual respect between teacher and child. In matters of courtesy it would be entirely appropriate for a teacher to hold the door open for a child, to 'ask them' more often than 'telling them' to do something. Children should be called by their proper names and never a nickname. Above all, children respond when discipline has a clear purpose, which is explained, and when it is administered in a fair and honest way.

When there is a serious breach of school rules teachers will refer to the Deputy/Head Teacher. The sanctions may be:-

1. A reprimand
2. Removal of privilege
3. Parental involvement
4. Minor fixed term exclusion
5. Major fixed term exclusion
6. Permanent exclusion

Parents should be involved when the behaviour is considered to be of sufficient severity for a joint approach. This could happen at any stage and will be discussed in advance with the Deputy Head Teacher/Head Teacher as appropriate.

CONFISCATION

From time to time children bring things to school which are not appropriate and teachers will remove them for safe-keeping. Items taken into possession, of course, remain the property of the child and it is never correct to threaten to keep them. However, it is the responsibility of the class teacher to decide whether or not they should be allowed in school and also as to whether they should be returned to the child or directly to the parent. It is important to treat the child with respect over matters of property and not to use it merely as an additional disciplinary sanction. Often an informal 'chat' with a parent can clear up a misunderstanding.

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BRINGING FOOD INTO SCHOOL

Children have individual appetites and needs for sustenance during the day and this should be respected. However, it should not normally be necessary for a child to bring additional food into school other than a wholesome snack at break time. Pupils may bring fruit at lunchtime but not sweets, and the break time snack should be packed separately from their packed lunch, which may only be accessed at lunchtime. Parents often monitor their child's diet by checking what has been returned and for this reason children are encouraged to return uneaten food home. Children may bring additional drinking water in a plastic bottle.

BEHAVIOUR POLICY

PART TWO – PHYSICAL INTERVENTION

INTRODUCTION

At South Farnham School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils. All the school staff need to feel able to manage inappropriate risk and behaviour, and to understand what and how challenging behaviours might be communicated. The need to know what the options are open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

DEFINITION OF 'RESTRICTIVE PHYSICAL INTERVENTION'

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following;-

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

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“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head teacher has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situation, this is still regarded as a Restrictive Physical Intervention.

WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE IN SOUTH FARNHAM SCHOOL

Restrictive Physical Intervention will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is unresisted after a few seconds.

The safety and well being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION AT SOUTH FARNHAM SCHOOL

The following staff (as well as teachers employed by the school) are authorised by the Head teacher to have control of pupil, and **must** be aware of this policy and its implications. **Is this only people who have had positive touch training?**

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN SOUTH FARNHAM SCHOOL

Staff will use the minimum force needed to restore safety and appropriate behaviour.

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The principles relating to intervention are as follows:-

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Staff will only use it when there are good grounds for believing that immediate action is necessary and, in the pupil's, and/or other pupil's best interests
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage
- Staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control.
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be considered
- In developing Individual Education/ Behaviour plans, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

ACCEPTABLE FORMS OF INTERVENTION IN SOUTH FARNHAM SCHOOL

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

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama etc)
- In an emergency to avert danger to the pupil or pupils
- In rare circumstance, when Restrictive Physical Intervention is warranted

In all situation where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding

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- The pupil's individual characteristics and history
- The location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants next, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil.

DEVELOPING A POSITIVE HANDLING PLAN AT SOUTH FARNHAM SCHOOL

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- Involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- A **record** needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- Managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- Ensuring a system to summon additional support
- Identifying training needs

GUIDANCE AND TRAINING FOR STAFF

Guidance and training is essential in this area. We need to adopt the best possible practice. In South Farnham School this is arranged at a number of levels including:

- Awareness of governors, staff and parents
- Behaviour management for all staff
- Managing conflict in challenging situations – all staff
- Specific training on Restrictive Physical Intervention techniques – all staff

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COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Surrey's Child Protection and Safeguarding policies.

BEHAVIOUR POLICY **PART THREE – ANTI-BULLYING**

AIM

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

WHAT IS BULLYING?

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone repeated over time. It can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim, or coercing the victim into acts which they do not wish to do.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns or a lack of concentration.

THE VICTIM

Pupils are to be encouraged to report bullying in schools. Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The victim may not obviously be different from the accepted norm, although there are some children who appear to be bullied more than others. Some children are in the wrong place at the wrong time. However, there are other instances where it is clear that for the bully (or bullies) something about the victim is unsettling and they have become the focus of a variety of emotions ranging from thorough hatred, envy, anger, rejection, jealousy, competition, revenge and thwarted friendship.

Often the victim is a child who is not particularly assertive, is unlikely to fight back, does not have many friends and is quite anxious and fearful. It is easy to blame the victim and tell them to 'toughen up.' Such children need support and help to become more assertive.

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THE BULLY

Research shows that the bully may not be well integrated into his/her peer group and may be experiencing difficulty making friends. A bully may find it difficult to cope with the transition from home to school, or from one school to another, or he/she may be finding school work difficult. Changing home circumstances, such as a new baby or divorce may leave a child feeling insecure and invisible, or perhaps the bully has a low self-image and is self-hating.

Whatever the reason, both bullies and their victims need our help and protection. They are truly children with special needs.

THE OPPORTUNITY

In order to get away with it, bullies need opportunities. Bullying can happen in the playgrounds, changing rooms, corridors at break times, travelling to and from school, during the lunch hour or when there is nothing more interesting to do.

PERMISSION

Bullies get tacit permission to carry on bullying in a number of ways. A playground assistant who tells a child not to tell tales is assisting the bully. The teacher who hears a complaint and then does nothing about it is helping the bully.

By understanding the effects and dismissing the reality of the victims we do two things; we further victimise the victim and we tell the bully and all of the children in the school that we do not mind if they displace their aggressions in this kind of way.

DENYING EQUAL OPPORTUNITIES

In any of these ways we send out a clear message to the victim that they cannot hope for protection. We confirm their feeling of hopelessness and isolation. A bullied child may already be feeling ashamed, guilty or worthless. By not taking them seriously we fail to equip them with the skills that they need to avoid further bullying. We effectively deny them equal access to educational opportunities. In turn we fail to identify the help that the bullies so obviously need.

WHAT CAN WE DO?

We can establish a positive atmosphere within the school that encourages positive behaviour. An atmosphere that values each and every member of the school for what they are and what they can contribute.

We can make sure that children are actively encouraged to talk about bullying not only in the classroom but on an individual basis. Tell them that it is right to tell someone they trust.

Bullied children often feel completely out of control of the situation and it is important to help them regain that control and take responsibility, with adult support, for what happens next.

As adults we must not give tacit support to bullying by the way we act or the way we talk to children. We must not use nicknames, or reference to personal attributes or comments relating to gender or race. We must be aware of the possibility of picking on or humiliating particular children (sometimes the very children who are being bullied). If adults bully then they give licence to the bully.

Teachers can set aside a specific time each week, eg. Circle Time, to discuss how everyone feels about the way the class is getting on together. By helping a peer group develop positive listening and communication skills openly allows them safe expression of negative emotions which might otherwise threaten the cohesion of the group.

Peer group disapproval is one of the strongest disincentives for any form of anti-social behaviour. If there is no pay-off or a negative reaction from all the other children in the class, the bullies might find themselves in exactly the same position they do not want to be – on the outside of the group.

Teachers can help by intervening even if they only suspect that something is going wrong. A bullied child might need to be paired with a more popular child or group of children so that they are helped to

become part of the group. Groups of bullies can be split up. Group work aimed at encouraging independence can be introduced. Areas in which a victim is successful can be developed to increase self-confidence.

WHO SHOULD BE INVOLVED?

Often bullying will take place away from the classroom, on the playground or during lunchtime and it is important that everyone who has a supervisory role over the children is involved and aware of the positive steps that can and should be taken.

The children are never more than 30 metres from an adult at any time during the day. Each and every child has their role to play in the development of a positive, secure and safe environment for our children.

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Head Teacher.
- All involved will be interviewed.
- Parents will be kept informed.
- Persistent bullying may necessitate the matter being brought to the attention of the Governing Body.
- Appropriate disciplinary measures will be taken in accordance with the school's Behaviour Policy (Part One – Discipline).

CYBERBULLYING

Cyberbullying is the use of Information Technology, particularly mobile phones and the internet, deliberately to upset someone else (DfE 2010).

Pupils who experience Cyberbullying may show changes in behaviour such as becoming isolated from others, low self esteem, low self confidence and reduced performance in school.

WHAT CAN WE DO?

Through a planned and comprehensive E-Safety programme we can raise awareness for pupils, teachers and parents.

E-Safety and how to keep safe from cyberbullies is embedded within the curriculum throughout the year groups (Year R to Year 6). Children are encouraged to talk about their experiences of cyberbullying in class and group situations as well as one-to-one where appropriate.

The school displays reminders of how to stay safe when using the internet in areas where computers are used and stored.

All children, parents and teachers are asked to sign an Acceptable Use Agreement in order to raise awareness and solicit co-operation from all parties in keeping children safe online.

Parents have access to the school e-safety policy and advice related to E-safety, on the school website. Children participate in annual E-safety assemblies and workshops and Information Evenings are arranged for parents.

PUPILS

Pupils who have been bullied will be supported by:

- Being given an immediate opportunity to discuss the experience with a member of staff
- Being reassured
- Continuous support
- The restoring of self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help identify wrong-doing and change the attitude of the pupil

The most positive step that can be taken to ensure that bullying does not take place is the creation of a stimulating learning environment where every child is positively encouraged to achieve their true potential; where the individual is valued within the group as a whole and where positive caring, sharing and love for your fellow human being is given the highest possible status.

Children who are loved and nurtured will have a greater chance of developing love and care for others. This policy should be read in conjunction with the school's Policy for Inclusion and Teaching and Learning.