

HERNE JUNIOR SCHOOL GOOD BEHAVIOUR POLICY (INCORPORATING EXCLUSION & USE OF REASONABLE FORCE POLICIES)



Rationale

At Herne Junior School we promote an ethos based on our agreed core values (see 'Harmony' section below). All members of the school community have a part to play in the promotion of our ethos and in the implementation of this behaviour policy. How adults treat the children is a huge factor in how the children react to praise and admonishment. There is so often a requirement to have an 'exchange of trust' between adult and child.

'I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.'

Haim Ginot 1972

A Culture for Learning at Herne

Working with children is a fundamentally human activity that requires four crucial elements:

- UNDERSTAND the human in front of you.
- Then you will improve their SELF-ESTEEM.
- If you do this you will improve their SELF-CONFIDENCE.
- If you do that, they will feel emotionally ENGAGED with what you are doing...
...learning about our world, preparing them for the future

If this is so for children, then we also have to model this for them, adult to adult. As human beings, we all have the need to feel **loveable and capable**, and so it is on this premise that we will help everyone at Herne to achieve to the very best of their abilities and demonstrate good behaviour.

All adults and children need a clear vision of the good behaviour to be expected within the school, together with a clear understanding of what kinds of behaviour are not acceptable. Whenever possible, good behaviour should be taught, modelled, discussed, praised and rewarded.

We aim to provide a curriculum and a learning environment which is interesting and stimulating so that our children are motivated to learn and to behave well. We believe that children learn best when they are emotionally secure and balance self-awareness with self-esteem. We will offer care and support where children need it, to avoid problems arising from frustration and the fear of failure.

However, we also believe that all children have the right to learn, work and play in an environment that is happy, safe and secure. In our school we believe that everybody is responsible for upholding these rights. We acknowledge that children need to be made aware of the rights of others and to be encouraged at all times to respect those rights by working co-operatively and harmoniously. All those who work in our school community, or visit it, will be expected to act in accordance with this ethos.

Aims

- We value all children as individuals and help them to develop emotional security, self-awareness and positive self-esteem.
- We provide a learning environment that offers an appropriate balance of challenge and support for each child, in order to encourage the development of independence and self-discipline.
- We promote good manners and a caring and respectful attitude towards all members of the school community.
- We make it clear to the child that, if they misbehave, it is the behaviour that is unacceptable, not them.
- We investigate all incidents thoroughly before drawing conclusions or apportioning blame.
- We employ a consistent approach to the management of behaviour through the application of agreed strategies, incentives and sanctions.
- We involve all members of the school community in regular reviews of behaviour issues in order to ensure that all are aware of the expectations of behaviour at Herne Junior School.
- We share problems and good practice in order that we can all learn from each other.

Objectives

- We want our children to value themselves and develop a positive self-esteem.
- To value and appreciate one another, irrespective of age, gender, race, creed or ability, acknowledging that everyone has a part to play within our school community.
- To develop a reflective, caring and courteous approach in their behaviour and relationships with others.
- To listen to and respect the views of others.
- Be honest.
- Think independently.
- Share resources and work co-operatively and harmoniously with others.
- Accept responsibility for their choices and actions.
- Show a responsible attitude towards the environment, including the school grounds, buildings and everything in them.
- Adhere to the school's values (HARMONY) which are: Responsibility, Honesty, Enjoyment, Collaboration, Motivation and Respect.
- Uphold British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of other faiths and beliefs.

Methods

- A Home/School Learning Agreement for new pupils that sets out the expectations for effective learning at Herne Junior School has been drawn up in consultation with all members of the school community and is reviewed on an annual basis. Copies of the agreement will be signed by each child, their parents/carers, the Headteacher and the Chair of Governors.
- In addition each teacher negotiates more specific rules for classroom behaviour with the children in their class, using a class charter based on UNCRC agreed protocols. These are reviewed on a regular basis.
- Children are encouraged to take responsibility for their own behaviour, both individually and collectively.
- Opportunities to raise issues relating to behaviour are provided as part of the PDL (Personal Development Learning) and SMSC scheme of work.

- The Young Governors (who make up the School Council), other children with specific responsibilities (e.g. Herne Guardians, Lunchtime Buddies, Green Team, House Captains, Vice-Captains, Digital Leaders) and Year 6, as the oldest pupils, are expected to act as good role models for the rest of the school.
- Rewards are used for children whose behaviour is exemplary or who manage to achieve significant improvements in their behaviour over a specified period of time.
- Inappropriate behaviour is managed according to the procedures specified in the 'Behaviour Guidelines' below, which was drawn up in consultation with all members of the school community. These guidelines are reviewed on a regular basis.
- Under the Education & Inspections Act 2006, paid members of staff have the right to regulate behaviour by giving instructions and orders. They may also impose disciplinary penalties/sanctions for misbehaviour. Staff, with the appropriate training, are permitted to restrain pupils and use such force 'as is reasonable in the circumstances' to prevent a pupil causing injury/personal damage or committing an offence (see separate Physical Intervention Policy).
- Bullying in any form will not be tolerated (see separate Anti-Bullying Policy).
- Harmony Weeks, held annually, promote good behaviour.

Behaviour Guidelines

- Each classroom has a coloured board with seven characters or symbols representing a scale, as seen on the right. All the children start the day in the middle then can move right or left according to good or poor behaviour.
- If a child makes it to the top (furthest right) they will be rewarded with a House Point. Furthermore, they will also be in the running to be selected by the class and/or teacher to join the Head and Deputy Head for 'Special Values Time' on Friday afternoons at 2.20pm. **During 2016-2017, the school will review the way in which children are selected by each class to come to 'Special Values Time' with the HT and DHT.**
- For excellent work pupils can also be rewarded with a House Point. This must be initialled on the child's House Point Card by the adult who gave the point. A maximum of three House Points can be awarded at one time.
- For poor behaviour, or a lack of effort, a child can be moved down the scale (furthest left), with a 3 minute cool off between each move. If a child hits the bottom of the board they lose 4 minutes off their 'Values Time'.
- If poor behaviour persists then they take their name to their year leader or pre-arranged classroom where their name is placed back in the middle of this new class's board. Lost Values Time can be regained with 1 minute of value time regained if they can move back up to the +2 and 2 minutes of value time can be regained if they can get up to the +3.
- In some cases a Think Card will be used to support pupils who require closer vigilance regarding their conduct in lessons and throughout other times of the school day (See Annex A)
- In more serious cases, children who have had this closer monitoring, but have not responded positively by modifying their behaviour will have a Report Card (See Annex B). This excludes them from representing the school in events
- The Think Card and Report Card system is designed to keep track of those children who could be at risk of exclusion.
- 'Red Watch Letters' (see Annex C) are used when children are at risk of a lunchtime exclusion. These are triggered when pupils are continuously getting lunchtime detentions but this is not having the desired effect of improving their behaviour. This



letter warns parents if their child is at risk of being excluded from lunchtimes. It can sometimes be the case that the pupil could have received breaktime detentions as well. These letters are NOT sent 'out of the blue' because we will have already alerted parents to issues at lunchtimes previously.

- It is the school's aim to use exclusion of pupils in only the most extreme of instances (see Annex D for our *Exclusion Policy*).
- It is the school's aim to 'use reasonable force' against pupils in only the most extreme of instances (see Annex E for our *Use of Reasonable Force Policy*).
- See Annex F for our 'Serious Incident Flow Chart'.

Behaviour Management Responsibilities

Headteacher (Tony Markham) & Deputy Head (Peter Castle)

- Responsibility for decisions and paperwork regarding serious misbehaviour, including exclusions.
- To monitor school behaviour via:
 - Records of lunchtime incidents in the Lunchtime Detention Log Book.
 - Records of misbehaviour in class that leads to children being referred to a Year Leader or other senior teacher (usually an Upper Threshold teacher) in the Class Behaviour Log
 - Records of violent incidents, racial incidents and incidents of bullying in the Bullying & Racial Incident File (in Headteacher's office).
 - Exclusions records.
- This is all overseen by the school Governors and some data is reported anonymously to the Local Authority (e.g. Racist Incidents).

Assistant Head/SENCo (Erika Marshall)

- Support the Headteacher and Deputy Head with the above.
- Support all staff in encouraging good behaviour.
- Where necessary, help support children at lunchtimes (with Pupil Support & Guidance Manager) to make sure that *all* children have a positive experience.
- Liaise with outside agencies to help support children and their families, in consultation with the Pupil Support & Guidance Manager.
- Make sure all children, who need one, have an Individual Behaviour Plan (IBP).

Pupil Support & Guidance Manager (Sonja Balmer)

- Support all staff in encouraging good behaviour.
- Where necessary, help support children at lunchtimes (with Assistant Head/SENCo) to make sure that *all* children have a positive experience.
- When needed, make behaviour charts and agreements with children and parents regarding their behaviour.
- Liaise with outside agencies to help support children and their families, in consultation with the Assistant Head/SENCo.
- Support children one-to-one and in groups through Emotional Literacy Support (ELSA) to improve their self-esteem and behaviour.

Year Leaders & Upper Threshold Teachers

- Help and support their team members with encouraging good behaviour in class
- Accept and deal with children referred to them where pupils have been sent to them by a class teacher
- Provide a mid-point of authority for pupils in their year groups
- Refer to Headteacher, Deputy Head or Assistant Head/SENCo in cases of extremely good or poor behaviour.

‘Harmony’ at Herne

At Herne Junior School we believe that children’s positive behaviour is influenced more by praise, rewards and encouragement, rather than by punishment and sanctions.

Our Harmony Values

- RESPECT - We have the right to be respected.
- COLLABORATION - We work together as a team to achieve more.
- ENJOYMENT - We enjoy our learning.
- HONESTY - We are open and honest.
- MOTIVATION - We are motivated to succeed.
- RESPONSIBILITY - We take responsibility for our actions.

‘Harmony Weeks’

- Introduce our values.
- Introduce ‘Rights, Respects and Responsibilities’ and link to displays around school.
- Make clear our expectations of upholding British Values and challenging extremist views
- Promoting Spiritual, Moral, Social and Cultural (SMSC) qualities
- Overtly teach what our values mean through lessons and assembly.
- House Points given out for seeing good manners and excellent learning habits.
- Uphold our values, be polite and well mannered:
 - Opening doors.
 - Genuinely warm and welcoming.
 - Thinking about other people’s feelings.
 - Being kind, thoughtful and generous.
 - Making other people’s lives better.
- Have celebration assemblies every Friday with awards for the person who has upheld the values most in class - voted by their class.
- All staff model Harmony around the school.
- Awards for pupils (one per class) and one staff member, voted by the staff, who is considered the best at upholding the elements of ‘Harmony’.
- Our ‘House Point’ system is linked to our ‘Harmony Values’.

Annual Review

Approved by the Headteacher, in accordance with delegated responsibility conferred by the Full Governing Body, September 2016.

This policy will be reviewed at least annually in line with relevant statutory guidance and using Hampshire County Council’s Behaviour guidance for schools:
<http://www3.hants.gov.uk/education/hias/learning-behaviour-attendance/lba-resources-for-schools/behaviour-guidance.htm>

Herne Junior School has adopted the guidance from the Department of Education publication ‘Behaviour and discipline in schools’:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Ratified by the Headteacher, Tony Markham (to whom the Governors have delegated approval responsibility), on Wednesday 19th October 2016

Review Date: September 2017

ANNEX A

Start Date:

THINK CARD



Name:
Class:
Start Date:


THINK CARD
 THINK - GET HELP - IMPROVE

How has my day gone?

Day	Into School first thing	1 st session	2 nd session	Break	3 rd session	Lunch time	4 th session	5 th session	Initial by HT or DHT	Going Home & Evening	Initial by Parent/ carer
Mon											
Tues											
Weds											
Thur											
Fri											

☺ = Good ☺ = Satisfactory ☹ = Poor

ANNEX B



REPORT CARD

Name:
Class:
Start Date:

YOU LOSE ALL PRIVILEGES THIS WEEK
 AND CANNOT TAKE PART IN CLUBS


REPORT CARD: Your target is to improve your behaviour. You are not allowed privileges this week.

How has my day gone?


Day	Into School first thing	1 st session	2 nd session	Break	3 rd session	Lunch time	4 th session	5 th session	Initial by HT or DHT	Going Home & Evening	Initial by Parent/ carer
Mon											
Tues											
Weds											
Thur											
Fri											

☺ = Good ☺ = Satisfactory ☹ = Poor
 You must have this card signed by an adult every session.

ANNEX C

**Hampshire**
County Council

HERNE JUNIOR SCHOOL
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Herne
Junior School
Love Learning, Hereford, GU07 4BH

Lunchtime Watch Red Letter

Date _____
Child's Name _____

Dear Parent/Guardian,

Unfortunately, I am writing to let you know that, despite ongoing support, your child's behaviour during lunchtimes has remained totally unacceptable and as a result they are now excluded at lunchtime for a week.






Your child has been involved in the following:

- ❖ Deliberately hurting another person. □
- ❖ Deliberately disobeying an adult. □
- ❖ Deliberately damaging property. □
- ❖ Leaving the school grounds without permission. □
- ❖ Swearing at another child or adult. □
- ❖ Stealing from the school or another person. □
- ❖ Bullying someone else verbally or physically. □

As previously mentioned, the first two incidents resulted in amber (warning) letters but unfortunately this did not act as a deterrent. This means you will now have to make arrangements to collect your child from school and take them off the school premises between 12.15-1.15 pm for five days following the above date. If your child has a school lunch this will be in the form of a picnic bag which can be taken away.

Yours sincerely

Senior Leadership Team



EXCLUSION POLICY

At Herne Junior School we recognise that the decision to exclude a child from school is a serious one. Exclusions should only be given in response to serious breaches of the school's behaviour policy and/or if allowing the pupil to remain in school would seriously harm the education/welfare of the pupil or others in the school.

Reasons for Exclusion

A child will only be excluded from Herne Junior School when **all other interventions have failed** and the child continues to behave in such a way that the safety and wellbeing of others in the school are seriously affected.

Serious misbehaviours include:

- Persistent disruptive behaviour and violation of school rules.
- Bullying, including racist and homophobic abuse.
- Verbal abuse or threatening behaviour against another pupil or adult.
- Violent behaviour, including the physical assault of another pupil or adult.
- Damage to school or personal property belonging to any member of the school community.
- Theft.

Lunchtime Exclusions

'Red Watch Letters' (see Annex C) are used when children are at risk of a lunchtime exclusion. These are triggered when pupils are continuously getting lunchtime detentions but this is not having the desired effect of improving their behaviour.

This letter warns parents if their child is at risk of being excluded from lunchtimes and aims to encourage parents to discuss their child's behaviour with them and hopefully act as a deterrent to continued misbehaviour.

The Headteacher's Responsibilities

- Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.
- Whenever the Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.
- The Headteacher must, without delay, notify the governing body and the local authority of:
 - A permanent exclusion (including where a fixed period exclusion is made permanent).
 - Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term.
 - Exclusions which would result in the pupil missing a public examination or national curriculum test.

- For all other exclusions the Headteacher must notify the local authority and governing body once a term.

This policy is written in line with the guidance from the Department of Education's publication 'Exclusion from maintained schools, Academies and pupil referral units in England':

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

ANNEX E

HERNE JUNIOR SCHOOL USE OF REASONABLE FORCE POLICY (RESTRICTIVE PHYSICAL INTERVENTION)



This policy has been created using the latest government guidance:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 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.

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 hurting 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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment - it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapon.
- 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.

Force cannot be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent - see 'Further sources of information' below for a link to this document. This is being reviewed by the government during 2016-2017.

SEN Pupils

- We acknowledge that it is our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Staff training

- The Headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and will consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

- It is good practice to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - Pupil's behaviour and level of risk presented at the time of the incident.
 - Degree of force used.
 - Effect on the pupil or member of staff.
 - The child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force. We will refer to 'Keeping Children Safe in Education's section on 'Allegations of abuse made against teachers and other staff' (see 'Further sources of information' below), where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, we will ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. We will therefore provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Other physical contact with pupils

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
 - When comforting a distressed pupil.
 - When a pupil is being congratulated or praised.
 - To demonstrate how to use a musical instrument.
 - To demonstrate exercises or techniques during PE lessons or sports coaching.
 - To give first aid.

Further sources of information

- Screening, searching and confiscation - advice for Headteacher, staff and governing bodies.
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Dealing with allegations of abuse against teachers and other staff guidance is now included in Keeping Children Safe in Education:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

ANNEX F

SERIOUS INCIDENT FLOW CHART

