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## **Rowhill School Behaviour Management Policy**

### **Ethos**

We believe it is the responsibility of the whole school community to:

- Create an atmosphere of safety, care and trust.
- Provide a climate in which learning can flourish, where students develop many of the skills they require to aid them in becoming successful adults.
- Set boundaries within which children can be successful and achieve
- Provide a setting where pupils can learn socially appropriate and acceptable choices.
- Provide students with support in developing internal controls and taking responsibility for their behaviour.
- Aid students in developing interpersonal skills to improve their relationships with others and their attitude to the learning process.
- Provide an environment in which all stakeholders (staff, pupils & learners, Governors, parents and carers) feel supported.

The Behaviour policy at Rowhill School is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. This structured approach maintains the following:

- The overall discipline in the school.
- Stability and security for the students.
- Behavioural boundaries and clear value statements.
- Routines allowing all students to know what is expected of them and what the arrangements are for their care and wellbeing.
- Individual student targets understood by each student which are monitored regularly.

The forgoing is underpinned by the Rowhill core beliefs, which are as follows:

- The quality of learning, teaching and behaviour in school are related issues and the responsibility of all staff. Consistent and high quality programmes are

delivered, both behavioural and academic, to meet each individual student's needs.

- Respect and fair treatment have to be given in order to be received. Parents and carers, pupils and school staff all need to operate in a culture of mutual respect. A positive partnership with parents/carers is developed, recognising that their support and encouragement throughout the education process is vital.
- To provide a secure base on which to build trusting and nurturing relationships in order that students may receive the differentiated emotional and social support they need to settle to learn, whilst fully considering the emotional well-being of all stakeholders.
- Developing an understanding of problem behaviour and its triggers (antecedents) leading to a consideration of realistic expectations of individuals, and their potential for positive change through the implementation of planned and well considered strategies.
- Preventative actions are the most effective in enabling learning to flourish, but where behaviour is seriously challenging Rowhill School has clear, firm, intelligent and creative strategies in place to support pupils in managing their own behaviour.
- Rowhill School responds to difficulties in a planned and well-considered way. There are four components to our model.
  - 1) **Environmental change:** Changing the educational environment to make appropriate behaviour more likely. This includes the curriculum, the building and its organisation and all aspects of teaching and learning styles.
  - 2) **Teaching New Skills:** Identifying the intent of the behaviour and teaching alternative ways for all students to meet their needs.
  - 3) **Reinforcement:** Recognising appropriate behaviour and reinforcing it and making unacceptable behaviour less likely to occur through a rewards and incentive based ethos and not a punishment orientated culture.
  - 4) **Reactive Strategies:** Strategies that are used to manage inappropriate behaviour at the time it occurs. This is situational management whereby skills have matured through practice, experience and professional development.

This model recognises that there is an underlying message in the problem behaviour, which needs identifying. This is described as the “**communicative function**”. By evaluating the communicative intent of behaviour, staff will be better equipped to approach the problems from a solution focused perspective. An outcome of our beliefs is the concept of “**rights**” and its corollary “**responsibilities**”. These in turn are protected by “**rules**”. Which are:

- Being able to learn.
- Being able to teach.
- Feeling safe without fear of bullying.
- Being protected and supported.

- Being listened to.
- Being able to contribute.
- To have a 'right of reply'.
- Expressing an opinion without fear of ridicule.
- Being valued
- Being treated fairly.
- Having needs met.
- Having emotional well-being considered.

By accepting these 'rights' everyone has the 'responsibility' to respect and protect them for others.

### Guidelines for the 'Agreed Behaviour Code' (ABC)

The purpose of rules and guidelines can be summarised as: protecting 'rights', providing clear boundaries, ensuring safety, promoting respect, providing clarity of expectations, promoting a sense of pride within the school community, establishing agreement about how to get the best from the teaching and learning opportunities.

The Code of Conduct can be divided into three areas:

R1: Respect: Yourself ~ Health and Safety

R2: Respect: Peers staff and others

R3: Respect: The environment and property

### Implementation

- It is important that staff are consistent and realistic in their expectations.
- The policy and code will be available through the school website.
- The code of conduct will be displayed in classrooms and other appropriate areas of the school.
- The Agreed Behaviour Code is designed to be brief and be easily referred to and applied in an infinite variety of situations.
- All stakeholders will have the opportunity to be involved in the reviewing process.
- The code is based on mutual respect although respect cannot be assumed, it has to be modelled and taught through staff and pupil induction, and through the establishment phases of the school year.

### The Agreed Behaviour Code

**Be in the right place**

**At the right time**

**Doing the right thing**

This is supported with the 'fair rules' or guidelines in the Agreed Behaviour Code.

**1) Health and Safety rule (R1):** Safety affects physical safety and feelings'. This means both the physical and emotional state. Being in the right place at the right time doing the right thing. Using equipment appropriately and safely. Taking care of personal and others' property. Wearing the appropriate school uniform with limited safe jewellery. Eating and drinking appropriately that promotes learning. Gum is not permitted in school; it distracts others and is difficult to dispose of. Bullying is totally unacceptable in our school.

**2) Treatment rule (R2):** Using manners and being courteous to others. Working in ways that ensure people feel as happy as possible, safe and comfortable around us. Co-operating with and supporting each other. Using fair language with no 'put downs' of others. Bullying is totally unacceptable in our school.

**3) Learning and communication rule (R2):** Using positive language with others. This means no swearing, teasing or put-downs of others. Using an appropriate level (loudness) of voice; and 'co-operative talk' during learning time. Listening to others, respecting the opinion of others and trying to have thoughtful reasons for all actions. Letting others learn (for example by raising a hand to ask and answer questions or to get adult help will cause less disturbance). Being on time for all activities.

**4) Problem solving rule (R2):** Settling disputes peacefully. Discussing the difficulty with an adult. Fighting - verbally or physically – will not resolve the problem. There will always be the opportunity to all to have their say at the right time.

**5) Movement rule (R3):** Give people their own space. Walk quietly around the classroom and school site (walk on the left on the stairs). Leave classes after clearing away and following an adult's direction. Leave the school site only with permission.

**6) Community and environment rule (R3):** Take care of the environment you are in. We all have to share it. Put litter in bins. Eat in the appropriate areas (leave gum at home). Use mobile phones at break times only. Use your shared facilities in an acceptable way e.g. showers, toilets, games room, water fountain etc. Avoid spitting (it can spread germs)! Take care of furniture, displays and avoid marking the walls. We are responsible for our own actions. Own your own behaviour.

### **Consequences**

Consequences help learners become responsible for their behaviour. It is the balance of positive (rewards) and negative (sanctions) consequences that will define the Rowhill ethos and so it is important to remember the value of an incentive based culture rather than a punishment driven ethos as previously stated.

All consequences must be considered with the specific individuals in mind, taking into account their specific additional needs and circumstances, and how this best informs and addresses the behaviour being encouraged or discouraged.

**Consequences:** Negative consequences follow when the code of conduct is broken and others' rights are affected.

**Aim:** The development of a consistent pattern of consequences and referral system which is known understood and agreed by all members of the school community, which supports the Code of Conduct. Pupils have a right to expect fair and consistently applied consequences (but taking into account an individual's specific circumstances). An appropriate consequence takes into account the 'degree of seriousness' of the behaviour and seeks to put matters right and encourage better behaviour in the future. All sanctions must maintain the individual's dignity.

The aim is to use consequences as part of a general behaviour management approach (see notes on Preferred Practices) and must attempt to avoid reflex emotional responses to behaviours and situations. Consequences must be applied on a "**staged, escalating procedure,**" (see appendix 3 for guidance) from a "**least to most intrusive**" scale and will involve the need to log behaviours and/or maybe followed by a referral to a senior member of staff.

Effective consequences are about COMPLIANCE not RETRIBUTION.

Prior to embarking upon a 'consequences route', it could be appropriate to have a private conversation with the pupil about the concern or mediation if the problem is with another pupil. Consideration should be given to 'a change of face' the adult dealing with the issue is becoming entrenched in a situation. Consideration should also be given to whether there is a need for a 'pupil support plan', restorative justice or a conflict resolution approach. Class discussion or circle time could be methods of addressing the issue.

Examples of sanctions available are:

1. Rule reminders and warning of what the next step maybe if the behaviour continues.
2. Verbal warning.
3. Delaying sanction or privilege or removal of privilege.
4. Use of in class 'staged procedure' e.g. move to a different area of the room, use of a specific 'calming/thinking zone'.
5. Removal from the situation (consider group / class change).
6. 'Paying back time' (during break times).
7. Verbal apology.
8. Written apology.
9. Penalty to fit the misdemeanour.
10. Community Service.
11. Referral to senior member of staff.
12. Short term calming down time.
13. Time out offered/directed.
14. A written behaviour contract/agreement

15. Informing parents/carers of behaviour and concerns; and by detailing the next step if behaviours continue.
16. After school detention.
17. Internal isolation.
18. Meeting with parents/carers and or other agencies.
19. Removal from subject or specific area.
20. Use of tracking sheets with clear targets and consequences (Level 1: tutor monitored. Level 2: Head of department monitored – parents/ carers informed in writing. Level 3: Head teacher monitored – parents/carers involved, probably after being part of a meeting).
21. Fixed Term exclusion.
22. Reduced / personalised timetable.
23. Police involvement when a criminal offence has taken place.
24. Permanent exclusion.

### **Prohibited Sanctions**

Rowhill School does not condone the following sanctions:

- Corporal Punishment: this covers any intentional application of force as punishment including slapping, throwing missiles and rough handling. It also includes punching or pushing in the heat of the moment in response to violence from a student
- Deprivation of Food & Drink: this means denying a young person access to the normal amounts and range of food that is available to all students within the school.
- Requiring a student to wear distinctive or inappropriate clothing: this includes the wearing of any clothing/badge that is recognised as a punishment, wearing any clothes that are inappropriate for student or the activity being undertaken
- The Use or the Withholding of Medication or Medical or Dental Treatment: this is unacceptable in all situations, whether it is a punishment or a measure to control a student
- The Use of Accommodation to Physically Restrict the Liberty of a Student: There are no rooms within the school within which a student can be locked. All internal doors open from the inside. There may be exceptional circumstances when a student may be prevented from leaving a room if it is judged that they or another person would be at considerable risk of harm if they were to leave. A situation such as this may result in the police being called to assist.
- Imposition of Fines: Students should not be fined as a punishment for inappropriate behaviour. However, it is appropriate to request that a parent/carer make reparation for any wilful damage.

- Intimate Physical Searches: Any such searches are never appropriate. However, a student's clothing and bags may be searched if it is believed that he/she is concealing any object that may cause harm to themselves or others. A student may be requested to turn out his/her pockets. Should this be refused this is dealt with in the normal disciplinary procedure as a failure to comply with a reasonable request. If it is suspected that a student is concealing drugs, then the police may be notified.
- Excluding from Curriculum Opportunities – eg Challenger Troop/Forest School/Curriculum Trips, unless the student presents a serious health and safety risk. The decision would be made with consultation with SLT.

### **Absconding/Leaving Lessons**

Every effort is made to encourage students to remain in school and to deal with any problems they may be experiencing. However, should a student leave the school buildings or grounds without permission, the following procedure is adopted:

#### Leaving the school buildings without permission:

- A member of the SLT will be informed.
- A member (or members) of staff will keep a watching brief on the student without engaging in 'chasing' the student.
- A member or members of staff may follow the student on foot.
- If the student refuses to return to school, they will be considered to have absconded.
- If a student has absconded the student's age, past behaviour and emotions will be considered.
- If the Health and Safety or welfare of the student is deemed to be at risk staff may take action in the form of escorting to ensure the safe return of the student.
- The parent/carers are immediately informed.
- If the student is a Child in Care Social Services will be immediately informed.
- The police are informed and a description of the student given
- Should the student subsequently return the parents/carers/Social Services will be informed and the police notified.
- A member of the SLT/CSS/VSK (if appropriate) will interview the student to identify the causes of absconding

### **Incidents of physical violence**

Physical violence towards adults or students – depending upon severity the student will be removed to internal seclusion for a period of time. The Senior Leadership Team will consider fixed term exclusion

Police involvement will be at the discretion of the Senior Leadership Team in response to Health & Safety concerns. Staff have the right to report deliberate injury by a pupil.

Following an incident of physical violence SLT need to be advised to ensure that sanctions can be applied as a matter of urgency.

### **Physical damage to property**

Depending upon severity the student will be:

- Spoken to by a member of the Senior Leadership Team or appropriate staff
- Parents/carers asked for financial recompense
- Internally isolated
- Subject to a fixed term exclusion followed by a meeting with parents/carers.

### **Uniform**

Pupils are expected to wear black skirt/trousers/white/blue top/school sweatshirts.

### **Mobile Phones and electronic devices**

Mobile phones and electronic devices are not permitted for pupils in Key Stage 1, 2 and 3. All mobile phones and electronic devices must be handed in on entry to the school, pupils must sign in their phones or electronic devices which are kept securely in individual bags, then collected and signed out at the end of the day.

Pupils in Key Stage 4 are permitted mobile phones and electronic devices. Pupils may only use phones and electronic devices at break times. Pupils are given the responsibility to use their mobile phones and other electronic devices appropriately. If at any time pupils abuse that trust, then the right to use mobile phones and electronic devices will be removed.

### **Exclusion:**

Exclusion can only be applied by the Head Teacher. This should only happen when the severity of the behaviour warrants it, and when all other appropriate sanctions (and incentives) have been exhausted, and when there has been the opportunity to consult with colleagues, as appropriate, and make a clear, informed decision based upon the facts of the case. This may take into account prior history of behaviours, including related periods of fixed term exclusions.

Some incidents or offences will be too serious for the pupil to remain at the school eg bullying, racism, drug and alcohol related issues, use of a weapon, attempted or actual serious assault of others or their property, arson, sexual misconduct, and verbal assault.

Matters concerning discipline are dealt with as quickly and fairly as possible by whenever possible by the member of staff concerned. Staff must report the incident

as soon as possible to a member of the Senior Leadership Team. Incidents should not be left unresolved as this could create feelings of anxiety.

Only in extreme circumstances will the Head Teacher consider permanent exclusion.

## **Managing Extreme Situations**

Rowhill students can have internal factors of emotional disturbance and low self-esteem. These, combined with external factors, such as environmental and personal relationships, combine to create the potential for aggressive behaviour. Reducing such behaviour is a realistic aim, whilst eliminating it is not.

Rowhill, as a truly inclusive school, operates differentiated emotional and behavioural strategies tailored to the student's needs. Understanding students' histories and working alongside students will create a compassionate framework, which conducive to building confidence, self-worth and self-control, therefore improving behaviour and enable settling to learn.

Staff must be familiar with the following de-escalating techniques.

### **Be Proactive**

Ensure that every student knows the expectations, limits, boundaries and sanctions of the school. Ensure a consistent staff approach by awareness of effective behaviour management approaches and the risk assessment on each student.

### **Respond, Don't React.**

An Intervention at an early stage by verbal response, deflection, distraction, minimises the risk of escalation. Develop awareness of body language, eye contact, personal space and mood swings. The aim is not to allow situations to develop.

### **Monitor the Situation**

Be dispassionate assess the level of emotionality and risk displayed by the aggressor. Consider personal safety; send for assistance if in doubt. Where possible stay calm, and resist over reaction, heavy handed approaches escalate situations. Consider body language, tone of voice, personal space and gestures.'

### **Walk Away**

Consider how the student is making you feel. Do you need to walk away and ask a colleague to take over?

### **Behind and Beyond Behaviour**

Be dispassionate and seek to understand the feelings and thoughts that are motivating the behaviour. Do not enter into a prolonged discussion about the 'behaviour' whilst the child is aggressive. Threats of sanctions and/or punishments can act as further triggers to escalate anger

### **Salvage Self-Esteem**

Do not enter into an 'either/or', 'win/lose' situation. Beware of belittling the student's loss of self-control. Encourage any movement towards the regaining of self-control. Do not rely upon status, presumed authority or even relationships to defuse the incident.

### **Defuse Feelings**

Before attempting any logical or rational discussion about the behaviour allow the student time, and a safe space, to gain self-control and exhaust emotional expression. This means acting as the 'emotional container' for powerful feelings. Do not take them personally and avoid emotional hijack. Until the level of emotional arousal is reduced the young person will be unable to 'hear' logical reasoning. If necessary, remove the whole group and / or the individual from the situation

### **Offer Choice**

Allow the child to choose their next move (within reason). Follow this choice to the logical consequence. This empowers and reduces anger, allows feelings to be acknowledged, whilst engaging the child in taking responsibility for the resolution of underlying problems.

### **Acknowledge own 'triggers'**

Effective, affective communication depends upon self-knowledge and behaviour patterns. New behaviours do not become internalised quickly, in crisis management reactions are often based upon past coping strategies.

### **Reparation**

A short (or long term) goal needs to include the steps that the student can take towards reparation. This may include an interview with the focus of his/her anger, and managing the consequences of his/her actions. It may be appropriate for a student to do a specific task in order to make amends for the situation caused, or damage done. This must be decided in the light of the situation and it must be fair. It is important for many students that they feel they have 'made up' for the problems they have caused.

### **Recording Behaviour - Secondary**

Incidents of negative behaviour needs to be recorded if classroom staged procedures of managing behaviour have not been successful. The whole school uses SIMS to record negative behaviour. Guidelines on how to navigate the recording system are available for all staff. The type of behaviour is recorded via a drop down list that has been adapted to suit the requirements of Rowhill; the behaviours have been divided into low level and high level behaviours:

The Low level behaviours being: late, verbal abuse, damage, smoking, refusal, non-arrival, disrupting learning, exiting, sexualised language or behaviour, inappropriate behaviour, inadequate work, wrong place.

The High level behaviours being: bullying staff or pupils, racist incident, physical incident.

To gain accurate data staff are required to record additional behaviours on the same incident slip. The date, time, location and a brief description of the incident to be recorded.

In resolving behaviour incidents, the emphasis is placed upon resolution rather than punishment, although reasonable effective consequences are seen as a key component to improving behaviour in the school.

Behaviour incidents need to be resolved in order for the pupils to return to the next lesson and prepared to re-engage in the learning process. Low level behaviours can be resolved by a lunchtime detention; either administered by the teacher directly involved, or via the secondary lunchtime detention held by a member of SLT at 12:45.

If staff refer pupils to an SLT lunchtime detention, catch up work must be provided. The lunchtime detention process is only effective for low level behaviours that involve catching up missing work, refusal, non-arrival, late, disrupting learning, exiting, inadequate work and being in the wrong place. If staff are unable to resolve the incident themselves via discussion, or feel the incident is of a more serious nature, then they should add "refer to SLT" to the incident sheet. A member of SLT will then follow up the incident and decide upon the most suitable method of resolving the incident using the suggested guidelines outlined in the behaviour policy. It is important that the staff member who resolves the incident records the outcome and follow up.

Informing parents and carers of negative behaviours is an important component of the behaviour process. Parents can be contacted by phone or if required with an informal or formal meeting. The behaviour incident slips should be printed off and sent home at the end of each week, so that parents and carers receive a picture of their child's behaviour at school and that pupils realise that the school communicates and works in partnership with parents and carers.

It is important that negative behaviour is recorded, not only to resolve incidents but to provide the school with robust, accurate data that can be utilised to assist staff with curriculum planning, behaviour management planning and planning effective behaviour strategies, all of which will have a positive impact upon teaching and learning.

### **Behaviour Tracking and Rewards**

An integral part of the Secondary Department's behaviour management process is via the behaviour tracking system. Each pupil is given a behaviour and learning target. These are reviewed and if necessary amended on a weekly basis by the form tutor. Each form group has a tracking folder that accompanies the tutor group to every lesson. Each pupil is awarded a maximum of six points per lesson: one point

for arriving on time, one point for wearing the correct uniform, two points for meeting their behaviour target and two points for meeting their learning target. This gives the tutor an instant picture of individual pupils and the tutor group's performance for each day. Behaviour and learning should then be discussed with pupils during tutor time.

Pupils have a set target of points to reach by the end of the week, tutors compile the points for the week, and the activity they get to choose on a Friday afternoon is dependent upon the pupils' performance during the week. If a pupil has not performed to an acceptable level they have to spend some of their Friday activity time catching up on work they have missed during the week. If a pupil receives a maximum of forty-two points for the day then that pupil receives a tuck token that entitles that pupil to receive free tuck for the next day.

Linked to behaviour tracking are house points. House points are designed to reinforce positive behaviour. House points, a maximum of ten per lesson, are also recorded in the tracking folder. House points are collated on a bi-weekly basis and the results are announced in an Assembly. The pupil with the most house points receives a certificate. There are also certificates for most improved pupil, pupil of the week as well as class of the week. Pupils are added to the House Point leader board and the ten pupils with the highest amount of house points for the term are rewarded with a trip.

### **Other Rewards:**

- Pupils are given "Good News Slips" that they take home to reinforce positive behaviour.
- Phone call or E-mail home if a pupil has been particularly well behaved or has made significant progress. This is usually made by the form teacher but subject teachers are also encouraged to deliver these positive messages.
- Letters are sent home on a termly or bi-termly basis congratulating pupils who have achieved high standards of behaviour, or have made significant improvements in their behaviour.
- Individual pupils are sometimes rewarded in different ways to recognise their effort at improving or maintaining behaviour. They may vary and are tailored to meet the individual pupil. Such as participation in Forest School or helping to set up the tuck shop.

- Special group rewards: these are primarily for different groups of pupils who may be rewarded for specific achievements or improvements they may have made.
- Good work assembly: Subject teachers nominate pupils who have produced a piece of outstanding work or have made an outstanding effort in the previous two weeks. The pupils and their work are recognised in the Assembly. The work is then displayed on the Good Work Board in the Drum.

### **Recording behaviour- Primary**

It is important that negative behaviour is recorded, not only to resolve incidents but to provide the school with robust, accurate data that can be utilised to assist staff with curriculum planning, behaviour management planning and planning effective behaviour strategies, all of which will have a positive impact upon teaching and learning.

If behaviour is recorded, it is logged onto the SIMS system, if possible at the time of incident. If this is not possible, it is logged on a paper copy and transferred onto the system that evening.

At the primary phase the emphasis is on positive behaviour and the language used by adults, and peers, is to make good behaviour choices and to put right things that have gone wrong.

There is a defined behaviour strategy in place, but it is down to the adults working with the children to use that strategy/procedure to its greatest effect. As said, the emphasis is on the child taking control of their own behaviour, and putting right their own wrongdoings, thereby increasing their self-esteem.

If a child does something wrong, the adult gives them a first warning. Their name is moved in the classroom to a first warning on the behaviour chart. This is a visual reminder alongside the verbal warning and allows the child the opportunity to put right what has gone wrong. The adults, and other children, give the child verbal clues to support their right choice.

If they continue to make the wrong choice, then they are given a second warning. Their name is moved on the chart and the child may be directed to do "time out" for 5 minutes. This may be in an area in the classroom, or just outside, and the time is marked by a 5-minute sand timer. After the time has elapsed, the child can return to the group under the instruction of the class adults.

At first and second warning, a behaviour incident is not recorded.

If necessary, the child is put on third warning and directed to do the time out outside of the classroom. This may be because the child has not cooperated with the first and second verbal warnings, or has continued to disrupt the learning of others. This time out could be at the tables outside the classroom or using a time out area

designated to them, eg support room, or particular “safe place.” A behaviour incident at this level is recorded on a behaviour incident slip, in SIMS, which then forms part of the behaviour data.

Should the child refuse to leave, become very disruptive or violent, the child may need to be removed from the situation to protect their safety or the safety of others. At this point, a member of SLT is informed, a behaviour slip is completed and a phone call home will follow.

Following a behaviour slip, or at the time of the incident, it is important the behaviours are followed up quickly, particularly for young children where a consequence a day later may have little or no positive impact.

A consequence may be to lose a section of Personal Learning Time, when unfinished learning activities may be completed. If it is a playtime based issue, then outside time may be removed or privileges suspended. On a Friday, a consequence may be to lose a proportion of Enrichment Time or if it was an incident involving damage to property, then reimbursement would be sought from parents and carers and a period of Community service might be required.

Naturally, putting things right with those the child has offended is always expected. In some cases, an after school detention may be put in place with the parent /carer having have to collect. If that isn't possible, the parent/carer would have to bring the child in the following day, therefore allowing a face to face meeting to discuss the behaviours.

In order to encourage the positive behaviours and “putting things right “there is a reward system in place.

In the Primary phase, each child can score a number of points per lesson, together with an opportunity to score bonus points. The points are added up each day and recorded on a class display board or an individual tracking sheet. The points are awarded for learning and behaviour, and bonus points are awarded to recognise particular efforts in both these areas. The children are encouraged to discuss their points, decide how many points they deserve, thereby taking responsibilities for their behaviour.

These points are accumulated and at the end of every week three children are awarded certificates in our Celebration Assembly. The certificates celebrate the highest point earner, a learning award and a behaviour award. Additionally, at the end of every term, two children are recognised from each class as overall achievers or as highest point earners. They are rewarded with a trip to a soft play area and a lunch out of school.

In addition, classes may have a whole class reward system (eg pebble in the pot) there all the children are rewarded for their collective good behaviour or

achievement. Once the target is reached, a separate reward trip may be organised specifically for that class.

## **Anti-Bullying Policy**

### **Bullying: Rowhill school values and beliefs**

All pupils and staff have the right to feel happy, respected, safe and included. Pupils and staff have the right to work in an environment without harassment intimidation or fear. Consequently, all pupils and staff have the responsibility to uphold the rights outlined above. Therefore, all bullying is unacceptable.

### **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, and that staff are free from fear of bullying by pupils. Bullying is 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 at school.

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

### **Statutory duties of schools**

Head teachers have a legal duty under the Schools Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to Learn' DCSF 2007).

### **Scope of this policy and links to other policies**

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/or by pupils outside of school, where the school is aware of it
- Bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy has links to the following school policies and procedures:

- Equality and diversity policy
- Behaviour policy
- Acceptable use policy (internet safety)
- Safeguarding (child protection) policy
- Complaints procedure

### **Consultation**

This policy has been developed in consultation with pupils, parents/carers and school staff. This included questionnaires and class discussions. It has also been approved by the school council.

### **Definition**

This school has chosen to adopt the following definition of bullying:

“When a person's or group of pupils' behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for themselves
- When a person or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner.

If someone is made to feel bullied, or if they think someone they know feels bullied, it must be investigated. This must happen straight away as it can take a long time to build up the courage to disclose. However; lots of things can make people feel bad, sometimes it depends on the situation they are in, and it is not always bullying – so we think the following definition adapted from one written by the Anti-bullying Alliance is also useful:

Bullying is any behaviour by an individual or group that:

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- Happens more than once – there will be a pattern of behaviour, not just a ‘one-off’ incident
- Involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

It can be:

- Physical eg kicking, hitting, taking and damaging belongings
- Verbal eg name calling, taunting, threats, offensive remarks
- Relational eg spreading unkind stories, gossiping, excluding from social groups
- Cyber, eg texts, e-mails, picture/video clip bullying, Instant Messaging

This school recognises that bullying that is motivated by prejudice is of particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs. All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying. Further details of our commitment to this can be found in our Equality and Diversity Policy.

### **Creating an anti-bullying climate in school**

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being, and where they include and support each other.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy.
- Increase understanding for victims and help build an anti-bullying ethos.
- To teach pupils how to constructively manage their relationships with others.

### **Identifying and reporting concerns about bullying**

All concerns about bullying will be taken seriously and investigated thoroughly, and is the responsibility of those who have been made aware of the circumstances.

Pupils who are being bullied may not report it. However; there may be changes in their 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, lacking concentration, or truanting from lessons and school. School staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by

- Talking to a member of staff of their choice
- Completing a 'bullying concern' form for example 'help4u'.
- Contacting local and national support agencies for advice/support.
- All incidents of bullying will be logged by the member of staff receiving the information on an 'Anti-Bullying Incident Monitoring Form' and copied to the Head teacher.

Staff who are being bullied are encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

## **Responding to reports about bullying**

### **School**

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it (this may mean seeking advice from a colleague)
- A clear account of the concern will be recorded and given to SLT.
- An appropriate member of staff will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside school, any other relevant schools or agencies (eg youth clubs, transport providers) will be informed about the concerns and any actions taken.
- Punitive measures will be used as appropriate and in consultation with all parties involved.

### **Pupils and staff**

Pupils and staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed.
- Offering continuous support.
- Restoring self-esteem and confidence.
- The use of specialist interventions and/or referrals to other agencies eg educational psychology, where appropriate.

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 to help change the attitude of the pupil.
- Referral to Additional Support Providers within the school, where appropriate.
- The use of specialist interventions and/or referrals to other agencies where appropriate.
- Restorative justice approach.
- Circle time approach where appropriate.

The following disciplinary steps can be taken:

- Official warnings to cease offending; this maybe verbal or in the form of a letter from appropriate members of staff.
- Detention (with use of appropriate materials about the impact of bullying).
- Exclusion from certain areas of school premises for an agreed amount of time.
- Confiscation of mobile phones, in line with our Acceptable Use (Internet Safety) Policy.
- Short fixed-term exclusion.
- Longer fixed- term exclusion.
- Permanent exclusion.

Refer to the school's Behaviour Policy for other appropriate consequences  
Refer to the 'Anti-Bullying Incident Monitoring Form'

## Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to bring it to the Head teacher's attention. If the Head teacher cannot resolve the matter informally then parents can raise the issue more formally through the school's Complaints Procedure

- Where a pupil is involved in bullying outside of school, eg in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

### **Preventative Measures**

The school will:

- Work to create a school atmosphere of safety, care and trust, in which positive relationships can flourish eg recognising positive behaviours and appropriately reinforcing them
- Raise awareness of the nature of bullying through inclusion in PSCHE, form tutorial time, assemblies, subject areas and informal discussion as appropriate, in an attempt to eradicate such behaviour.
- Participation in national and local initiatives such as Anti-bullying Week and other local initiatives
- Seek to develop links with the wider community that will support inclusive anti-bullying education
- Consider the use of specific strategies, for example peer mentoring, tracking sheets, 'well-being' monitoring sheets, referrals to Additional Support Providers within the school as appropriate and available.
- Develop the use of preventative and corrective scripts for staff to use when they are aware of unacceptable behaviour (refer to preferred practices in the behaviour policy).

### **Monitoring, evaluation and review**

An annual report will be made to the governing body, including statistics about:

- The number of reported concerns.
- Monitoring information about the pupils involved.
- Motivations for bullying.
- Actions taken and outcomes.
- Analysis of AR questionnaires/Pupil questionnaires.

Statistical information will be provided to the local authority as required.

The school will review the policy annually and assess its implementation and effectiveness.

### **Organisations which can help**

- 1) Child line: 0800 1111
- 2) Anti-Bullying Campaign: 02073781446

- 3) Kidscape: 0207 730 3300
- 4) Children's Legal Centre: 01206 873 820
- 5) Parent line Plus: 0808 800 2222

## **Guidance and Protocols Involving Positive Handling/ Physical Intervention by Staff**

### **Introduction**

The care and safety of staff and pupils is paramount in developing an environment of trust and mutual respect. Staff must at all times be aware of placing themselves in situations where their safety is jeopardised. Involvement in physical intervention should only be used as a final measure if a youngster's behaviour or level of aggression is proving a threat to the safety of those around them. The focus should be on removing those youngsters and staff away from the danger posed.

Where possible physical intervention or positive handling should be used by those staff named in the young person's individual programme for such occasions, and are trained to do so. They must have practised and familiarised themselves with the interventions to be used, which will include de-escalation strategies. Any positive handling must be as a last resort and in the best interest of the child.

Pupil's behaviour can however be unpredictable and situations can rapidly escalate without warning. On these occasions staff should make every attempt to not physically intervene unless absolutely necessary, and seek assistance from SLT or staff assigned to intervene with the youngsters involved.

All physical intervention carries a risk of harm to both pupils and staff. Before a physical intervention is made staff should be sure that the risk of not intervening outweighs the risk of intervening.

The use of force to control or restrain pupils is not a characteristic of life at Rowhill. The following guidance notes, practice guidelines and school policies need to be read in conjunction with this policy: Behaviour Policy: Rowhill School.

### **Statutory Context and School Expectations**

The use of restrictive physical intervention must always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children, and using diversions, diffusion and negotiation to respond

to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable.

The Education Act 1997 clarified the position about the use of physical force by teachers and others authorised by the Head of the School to control or restrain pupils.

Section 550A of the Education Act 1996 came into force on 1 September 1998 and applies to all schools. It restates principles derived from common law and statute, which have in the past been misunderstood.

### Positive Handling/Physical Restraint and Reasonable Force

Restraint consists essentially of containing a young person's behaviour. It may involve a range of physical contact strategies including holding, diverting attention by holding an arm, as well as such non-physical means as voice control – pacing tone, rate and pitch – to lead the young person to more relaxed levels or reaction.

Physical restraint should be used rarely and only in the context of one of the following three broad categories:

- a) Where action is necessary in self-defence or because there is an imminent risk of injury to either the pupil or other pupils.
- b) Where there is a developing risk of injury, or significant damage to property.
- c) Where a pupil is likely to cause an offence.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of, committing deliberate damage or vandalism to a property.
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A pupil absconds from a class or play area or tries to leave the school site.
- A pupil who is intending to commit an offence eg fire lighting, encouraging others to commit an offence.
- A pupil persistently refusing to obey an instruction to leave a classroom.
- A pupil behaving in a way that is seriously disrupting a lesson, assembly or mealtime.

Any form of physical restraint will involve the positive use of force and this must be proportionate to the circumstances, and obviously no more than the minimum necessary to remain `reasonable`. There is no legal definition of `reasonable force`.

It is, therefore, not possible to set out comprehensively. When it is reasonable use of force or the degree of force that may be reasonably used there are the following relevant considerations:

- The use of restraint can only be reasonable if the circumstances of a 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 restraint cannot not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that could be clearly 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 must be the minimum to achieve the desired result

### **Positive handling – Practical Considerations and Reporting and Recording**

Physical intervention is not a characteristic of Rowhill School. However, when it is considered necessary, it must be carried out according to `Team Teach` principles and guidance, by `Team Teach` trained staff.

- If particular circumstances appear to be deteriorating seek assistance early on rather than when the situation is `out of control`.
- Wherever possible restrain a child or young person with the assistance of at least one other colleague.
- If a physical intervention is made a written report must be completed and a senior member of staff alerted. The intervention must be recorded in SIMS and the Bound Book

### **Positive Handling Plan**

Where a pupil presents on-going inappropriate and challenging behaviour, specific guidance and advice to staff on strategies and types of physical intervention should be drawn up. Such plans need to be done in consultation with the following:

- Parent/carer and pupil.
- Head of Department.
- Class Teacher.
- Head teacher.
- Other adults regularly involved with the pupil.
- Appropriate outside agencies.

Physical intervention must never be used as a substitute for good behavioural management. Positive Behaviour Management strategies can be found in the main `Behaviour Policy` of the school and other training materials within the school.

### **Personal Safety of Staff**

Within the context of Rowhill School the use of physical interventions will only be necessary on rare occasions, but it should be noted that it's potential use will probably be identifiable in terms of previous behaviours. Therefore, referral to the Pupil Individual Risk Assessments and Positive Handling Plan must be consulted.

For staff who are involved in physical intervention, especially when they may have been injured or emotionally distressed, the following procedures should be followed:

- Take a period of time to recover and not return to duties until fully recovered.
- Any injuries must be documented at the earliest possible opportunity using the S157 Accident Form, and if required photographs should be taken to evidence the severity of the injuries.
- All injuries must be logged in the medical book, and any treatment recorded. If required staff should immediately seek medical attention outside of school,
- Physical intervention sheets must be completed at the earliest opportunity and passed through to the appropriate member of the SLT (see appendix 1).
- Any immediate decision made should then be communicated back to those staff involved and a date made for a review meeting.
- A review of each recorded incident must take place and be conducted by an appropriate member of the SLT whilst involving those staff concerned. The outcomes should be used to inform the strategy for an individual Positive Handling Programme for the pupil involved.
- This programme will need to be agreed by parents/carers and appropriate outside agencies involved with the pupil.

The school currently has 2 Team Teach Tutors:

Geoff Bartrum

David Benjamin

Their advice and training should be used in reinforcing good practice.

Finally the School greatly values the work carried out by everyone at Rowhill, and to ensure that staff are properly supported it is vital to continually evaluate procedures. Communication is essential in this process, and concerns should be raised through the Primary and Secondary Teacher and Teaching Assistant meetings, which will minute all issues raised by staff.

