

## Kehelland Village School Behaviour Policy

### Our Mission Statement

At Kehelland Village School learning is structured around three core values. **Community, Creativity and Character.**

- **Community:** We want our pupils to understand and question community needs on a local, national and global stage.
- **Creativity:** We want our pupils to understand themselves as learners to understand how they learn best and to be support to record and report their learning creatively.
- **Character:** We want our pupils to understand their own self-development, and support the development of others though compassion.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## **Behaviour Policy Principles**

Kehelland Village School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As members of our community, we adhere to the values of being:

‘Ready, Respectful, and Safe.’

## **Aim of the behaviour policy**

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

## **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and students that:

- Encourage students to recognise that they can and should make ‘good’ choices
- Recognise behavioural norms
- Teach appropriate behaviour through positive intervention, promoting self-esteem and self-discipline
- Promote positive peer on peer behaviour that supports our anti-bullying policy

## **All staff must:**

- Take time to welcome students at the start of the day: Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to ‘Be Ready, Be Respectful and Be Safe’

## **The Head teacher must**

- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Support teachers in managing students with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students, developing compassion and unconditional care
- Remain calm and keep their emotion for when it is most appreciated by students, building mutual respect
- Use prompts

### **Students want teachers to:**

- Help them learn and feel confident
- Be just and fair
- Be consistent

### **Behaviour for Learning principles:**

‘Be Ready, Be Respectful and Be Safe’

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”* Paul Dix, Pivotal Education

The school has 3 simple rules ‘Be Ready, Be Respectful and Be Safe’ which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

### **Our policy is based on three principals**

- We have only three rules
- All rules are reinforced through visible consistencies
- Pupils are recognised for being over and above expectation.

### **Our Rules:**

<b>Our Rules</b>	<b>Visible Consistencies</b>	<b>Over and above recognition</b>
Be ready Be respectful Be safe	Daily Meet and greet Lovely lines Wonderful walking	Whole school recognition board House tokens Certificate home Postcards Home contact Community praise

### Our Character links

	Virtue links:
Be Ready	Orderliness, diligence, self-discipline
Be respectful	Courtesy, co-operation, honesty, helpfulness
Be safe	Caring, kindness tolerance, trust

### Support for pupils

- **PIP – Praise in public**
- **RIP – Remind in private**
- **Focus** on relentless routines – focus for these are on the staff notice board
- **Consistent** approach to praise
- **Consistent** support through stepped boundaries.

Consistent use of a calm tone, use of the child's name and eye level to deliver a private message:

### Sanctions:

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure Sanctions need to be in proportion to the offence It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### Adult Strategies to Develop Excellent Behaviour

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

## Language around Behaviour

At Kehelland Village School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Incidents are logged on CPOMS and tagged as behaviour.

## BEHAVIOUR PATHWAY

### ***Reminder***

### ***Warning***

### ***Reflection – Time in***

***Repair and restore - Reparative Conversation*** (No sanctions will be used as the repair will be done within the conversation. This will be between any staff member and the child – and MUST be recorded on CPOMS so that ST/HT are aware of repair outcomes.)

Should you feel, using your professional judgement, a senior member of staff needs to be part of the reparative conversation then follow the guidelines below:

- Send for ST/HT
  - ST/HT will undertake reparative conversation – No sanctions
- Parents Phoned
- Parents Called to School
- Seclusion
- Exclusion

## Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' that can be found in Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. Appendix B.

Trained staff are:

- Kyra Orchard
- Bev Bevington

The school will record all serious behaviour incidents on CPOMS and any restraints using the Team teach reporting book. This is located in the office and must be completed within 24 hours of the incident. A copy of this incident will be scanned into CPOMS also.

Exclusions will occur following extreme incidents at the discretion of the Head. This will always be discussed and agreed with the Director of Education from TPAT.

A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- To give the school time to create a plan which will support the child better

If these conditions are not met, other options may include a day seclusion with the Head teacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss. We will follow Cornwall Council exclusion procedure.

If a child is asked to leave the premises following a behaviour incident a full log of the incident and reasoning must be made on CPOMS, the exclusion must be reported to Cornwall council and the Chair of Governors as well as to TPAT central team.

### **Physical Attacks on Adults**

At Kehelland Village School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed.

Only staff who have been trained in Physical Restraint should restrain a child. All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to

still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

The Trust Exclusions policy should be referred to alongside this policy.

### **Application**

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

## Appendix A –

### POSITIVE HANDLING PLAN

Childs Name:	
Date of Plan:	
Review date of Plan:	

### What does the behaviour look like?

Stage one – Anxiety Behaviours	Stage Two – Defensive Behaviours	Stage Three – Crisis Behaviours

### What are common triggers?

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### De-escalation skills:

	Try	Avoid	Notes:
Verbal advice			
Support			
Giving space			
Controlled choices			
Humour			



Logical consequences			
Planned ignoring			
Time out			
Transfer adult			
Remove audience			
Supportive touch			
Others:			

**Diversions and distractions:**

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**Any medical conditions to be taken into account before using Physical interventions?**

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**Preferred method Physical intervention?**

	Try	Avoid	Notes:
Friendly escort			
Caring C			
Single elbow			
Double elbow			
Take to floor			
Other:			

**Incidents Inform list:**

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## **Appendix B**

### **PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY**

#### **DEFINITIONS**

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

#### **THE LEGAL POSITION**

Who can use reasonable force? All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### **WHEN CAN PHYSICAL FORCE BE USED**

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
  - who disrupts a school event, trip or visit
  - leaving the classroom where this would risk their safety or disrupt others
  - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS and any restraints using the team teach report book. All reports should also be scanned into CPOMS within 24 hours.

## **Appendix C**

### **SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS**

#### **Searching**

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - offensive images
  - any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

#### **Schools' obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

#### **Who can search?**

Any teacher who works at the school, and any other person who has the authority of the headteacher.

#### **Under what circumstances?**

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil

being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that *serious harm* will be caused to a person if you do not conduct the search immediately and where it is *not reasonably practicable* to summon another member of staff.

**When can I search?** If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

### **Screening**

It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screeningsearching-and-confiscation 17>

## **Appendix D**

### **THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all of circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school.