



SINGLEGATE AND WILLIAM MORRIS PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY

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Rationale

Schools can and do make a difference to children's behaviour. The ethos of the school is the pivotal focus for the management of children's behaviour. At Singlegate and William Morris Primary School we have high expectations of conduct and behaviour.

We are a school that has identified Social and Emotional Aspects of Learning (SEAL) as a key focus for our work with all children and adults. We actively support children in understanding and managing their feelings, working cooperatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. We are committed to the Social, Emotional Aspect of Learning Curriculum resource that aims to promote positive behaviour and effective learning for all children.

We believe that good behaviour is learned and is as legitimate an outcome of the process of education as academic success.

Our school promotes the values of mutual respect, self-discipline and social responsibility. We believe that these can best be achieved within a caring, supportive environment where the parameters of acceptable behaviour are clearly understood by the whole school community.

All members of staff work together to adopt a positive, consistent approach to managing behaviour with the emphasis placed upon reinforcing appropriate behaviours and choices. Behaviour that is inappropriate, unacceptable or detrimental to the well-being of any member of the school community will be dealt with firmly but fairly at all times.

Our children are expected to abide by the **Children's Choices** (see page 3) so that Singlegate and William Morris Primary School can be a safe and happy place in which to work and learn.

We believe that families and the school must work in partnership if our behaviour policy is to succeed. Parents have the right to expect that the school will provide a harmonious environment in which their children can learn, play and develop increasing social awareness. Parents must share responsibility for the behaviour of their own children by supporting the staff of the school in the maintenance of discipline.

The Governing Body has an overall responsibility for ensuring that the Behaviour Policy of the school is maintained. The 1997 Act

states that the Governing Body is charged with the duty to produce a written statement of general agreed principles. These principles relate to other relevant school issues such as bullying, racial, homophobic, sexual harassment and attendance.

Children, staff, families and the Governing Body share a collective responsibility for promoting a high standard of behaviour within Singlegate and William Morris Primary School. We believe that by working together we can promote positive values within our school.

Objectives

Our children will:

- show respect for themselves and others
- enable teachers to teach and other children to learn
- take responsibility for their own actions
- show pride in their school.

Our teaching and support staff will:

- model positive behaviours when interacting with adults who work in the school
- adopt positive approaches to managing children's behaviour
- be consistent in their management of children's behaviour
- present appropriate role-models to our children by dealing fairly and rationally with instances of inappropriate behaviour
- genuinely listen to grievances and show sensitivity to children who are distressed.

Our families will:

- work closely with the school to ensure that children do not experience conflict between home and school as to what is acceptable behaviour
- support the Executive Headteacher and staff in their management of children's behaviour
- share concerns about their own child's or other children's behaviour so that home and school can work in partnership to find solutions
- encourage their children not to 'hit back' as this is against the Children's Choices and often escalates situations.

Our Governing Body will:

- appoint a governor responsible for the monitoring, evaluation and review of all behaviour management strategies
- agree, and review, the general principles which underpin this policy
- support the Executive Headteacher and staff in the implementation of the Behaviour For Learning Policy
- liaise with the Executive Headteacher and staff over issues of discipline that may affect the smooth-running of the school
- liaise, where necessary, with parents who have concerns regarding matters of discipline within the school
- through the Chair, act as intermediary in the rare instances when matters of discipline cannot be satisfactorily resolved between home and school.

Pupils' Choices

At Singlegate and William Morris Primary School we choose to:

- **behave excellently**
- **respect each other**
- **follow instructions**
- **listen when others are speaking**
- **work hard and learn**
- **be kind to others**
- **tell the truth**
- **look after our school**
- **keep hands, feet and objects to ourselves**
- **move slowly and carefully around the school**
- **take responsibility for our own actions**
- **be polite and have good manners**
- **open the door for all adults**
- **take risks in our learning**
- **think before we act**
- **share**

Class teachers will devise specific classroom rules based on the Children's Choices appropriate to their children's ages and their particular classroom organisation.

The Behaviour For Learning Policy

Our policy is based upon the premise that children, staff, parents and the Governing Body share a collective responsibility for maintaining high standards of behaviour in school.

Children are encouraged from an early age to behave in an acceptable manner and as they mature are expected to take increasing responsibility for their own actions and choices. We aim for all our children to leave Singlegate and William Morris Primary School demonstrating both self-discipline and a well-established sense of responsibility to others.

Children are more likely to develop self-discipline when there are clear guidelines as to what constitutes acceptable behaviour, when they receive praise for behaving appropriately and when they can be confident that the adults around them will deal with unacceptable behaviour in a fair and consistent manner.

To ensure a safe and happy environment where children can learn and play together it is essential that a set of clear and simple rules should be observed by all our children. Our Children's Choices are designed in such a way as to be understood by even our youngest children.

As our children mature and become able to demonstrate a greater degree of self-discipline, we encourage them not only to make the right Children's Choices but also to follow our School Code of Conduct (Appendix 1). This focuses on positive behaviours (do's rather than don'ts) that reflect an increasing awareness of good citizenship.

Positive Behaviour Management

At Singlegate and William Morris Primary School we believe in promoting a '**learning culture**'. A learning culture requires positive feedback, which in turn raises self-esteem. A rise in self-esteem leads to a rise in confidence, which enables a child to be successful. At Singlegate and William Morris Primary School the language of achievement is ritualised to become the reward. **Communicating the achievement to the child replaces most external rewards**

unless a child is in the Nursery or following a Behaviour Modification or Intervention Programme.

All teachers and support staff working in the school are familiar with the following agreed whole-school strategies for promoting positive behaviour:

- **encouragement** for children who are behaving well
- entry in the Executive Headteacher's **Achievement Book**. A time is allocated when a child will receive encouragement for a great piece of work or for positive behaviour. Such achievements may be celebrated in an assembly where the focus will be on the '**learning**'
- occasional use of extra privileges e.g. an extra turn on the computer/additional playtime
- **WOW card** that is personally sent to a child and their family for an exceptional achievement. This award targets aspects that are not necessarily rewarded under all other achievement systems. Exceptional achievements could include: attendance, music, extra-curricular activities, creativity, leadership, attitude, physical activity and homework. This award is celebrated fortnightly
- **The pride Of Singlegate/William Morris** award celebrates bravery, passion, courage and/or extraordinary attributes that our children demonstrate. The staff may communicate this achievement with me or I may find out about this achievement from the child or family at home. Anyone that knows the child can nominate them for this award. This achievement will be awarded and celebrated in a Pride of Singlegate/William Morris whole school assembly and a rosette will be awarded to each child. We are very proud of our children at Singlegate/William Morris so these awards confirm how we feel.

All teachers and support staff working in the school are familiar with the following agreed specific strategies for promoting positive behaviour with younger children.

Nursery

- An Executive Headteacher's sticker is given as a reward for **positive behaviour** and **achievement in learning**. The sticker acts as immediate feedback to parents and a focal point for discussion with the child. This reward system supports language development.

Reception and Key Stage 1

- Whole class rewards to accumulate visually in the form of rockets, smiley faces etc. for **achievement in learning** or **behaviour**.
- Whole class rewards to involve a **development in learning** e.g. sharing stories, parachute games etc.

Circle Time

All teachers build Circle Time into their Personal, Social and Health Education Programme (PSHE). The purpose is to provide children with an opportunity to discuss feelings or problems in a 'safe' environment and to assist each other in reaching solutions.

School Engine and The Voice

A direct result of a circle time session is the formation of The School Engine/The Voice (children powering the school). This involves all the children in the school. This circle time will be overseen by the class-teacher who will listen to children's concerns and discuss issues that contribute to school improvement. Discussions will be summarised during this session and will be recorded in The School Engine/Voice Book. Children in Key Stage 2 will be given the opportunity to be the class scribe and in the Foundation Stage and Key Stage 1 the teachers or teaching assistants can record the main idea/s and issue/s.

These books are then given to the Head Boy and Head Girl who will discuss all class issues with the Senior Management Team once a month. The Head Boy and Head Girl will report back to the school during a whole school assembly. The Head Boy/Girl and /or Deputy Head Boy/Girl will occasionally be invited to Full Governing Body meetings to present/discuss newly planned initiatives and will also be involved in the selection and recruitment of new members of staff.

Behaviour Modification

Occasionally, it may be necessary for individual children to have an individual behaviour target. This will be negotiated with the parents/carers and child together and reviewed regularly as part of a child's Passport To Success. If a child's behaviour is still giving

cause for concern, the **Special Educational Needs Co-ordinator (SENCO) will be consulted.**

Leavers Award

This scheme has been devised for use in the second half of the summer term as a positive behaviour management strategy for Year 6 children. All Y6 children are eligible and can contribute in a number of ways by showing good citizenship, around the school. Two winners receive an Executive Headteacher's Prize.

Managing Classroom Behaviour

The previous section suggested a number of ways in which teaching/support staff could actively promote positive behaviour strategies which are used throughout the school or with different age groups.

In addition to these 'agreed' strategies all teachers will wish to ensure that their classrooms are orderly places where they can teach and their children can learn. Consideration of the following strategies may be helpful:

- maintain a tidy learning environment
- plan seating/groupings etc. carefully
- share the structure of each lesson
- establish clear routines
- make sure resources are easily available and accessible
- ensure that all adults can see what is going on
- do not let individual children monopolise your attention
- when appropriate, move around the class rather than have large numbers of children queuing for attention
- make sure that there is an appropriate match between the curriculum and the ability of individual children
- praise appropriate behaviours
- try to discourage attention-seeking behaviours by providing children with acceptable alternatives
- have a clear and consistent baseline regarding acceptable noise levels for different activities
- agree a signal/command for gaining the attention of the whole class
- try to minimise the aimless movement of children around the class and all aspects of off-task behaviour.

Managing Playground Behaviour

Teachers and other adults involved in playground supervision are responsible for ensuring that the children play sensibly and safely. Playtimes should be enjoyable for everyone, providing opportunities for all children to experience a range of social interactions, to explore the environment beyond the classroom and to develop physical skills. Appropriate playground behaviours are most likely to develop when children know what is expected of them, management is consistent and adults are alert to potentially unsafe practices. Appropriate playground behaviours are discussed during circle times, whole school assemblies etc. Consideration of the following strategies may be helpful:

- move around in your allocated place so that you can see what is going on
- intervene if games appear to be getting out of hand
- do not let individual children monopolise your attention
- positively encourage children to engage in appropriate games
- carry out routine checks on areas which are off limits for play e.g. toilets, classrooms
- be consistent in your management. Agree which types of play are acceptable and safe. Children need to know that all adults will deal with unacceptable actions in the same way
- initiate and support playtime activities.

Managing Inappropriate Behaviour

We believe that by promoting positive behaviour throughout the school the majority of our children will develop self-discipline and learn to co-operate with others at all times. It is, however, acknowledged that some children may exhibit inappropriate behaviours from time to time and that some form of punishment or sanction will be necessary, e.g time deducted from playtime etc. These sanctions must be supervised by the class teacher in consultation with the Midday Supervisor.

Minor or occasional infringements of Children's Choices should be dealt with immediately, in a fair and consistent way, by any adult witnessing them. Persistent failure to observe the Children's Choices and all serious incidents should be reported to the Class teacher who will deal with the child or children concerned. These incidents must be recorded on the school Incident Forms.

Any member of staff experiencing difficulty in managing the behaviour of individuals or groups of children in any situation must discuss the matter with the class teacher. This is a sensible precaution for avoiding long-term difficulties or more serious incidents.

Where inappropriate behaviour can be linked to peer-group pressure it is important that ringleaders should be identified and dealt with.

In the long term it is important to identify **why** inappropriate behaviour is occurring and to address the causes, rather than merely trying to manage the outcome.

Managing Minor Incidents

Teachers and other supervising staff should use their own judgement when dealing with minor incidents. If a punishment is considered necessary this should be appropriate to the seriousness of the incident and the age of the children.

Procedures

- Make the child aware of the bad choice that has been made
- Remind him/her why the behaviour is unacceptable
- State how the child should behave (this may be discussed in a one-to-one situation outside of the classroom)
- Explain what action (if any) you are taking
- Supervise any resulting punishment
- Allow the child to return to the work/play situation when the punishment, if any, is completed
- Seek advice from the SENCO or member of the Senior Management Team

Managing Serious Incidents

Occasionally staff may be called upon to deal with a more serious incident or a child who persistently and deliberately refuses to abide by the Childrens' Choices. The following are considered to be serious incidents and should always be reported to a member of the Senior Management Team:

- fighting and deliberate physical attacks on other children
- bullying or threatening other children
- verbal abuse towards other children including unkind comments about their families or home
- racist comments or harassment of other children on racial grounds

- physical or verbal aggression
- leaving school premises without permission
- stealing, vandalism or deliberate damage towards school or other people's property
- repeated disruption of class lessons which prevents a teacher from teaching effectively and other children from learning

Procedures For Dealing With Serious Incidences

The first adult called upon to deal with a serious incident or emergency should:

- remain calm
- listen to what the child or children have to say (particularly important if you are not a witness to the incident)
- ensure that **all** parties involved in the incident have been identified
- record facts as soon as possible after the event
- make facts available to the member of the Senior Management Team called upon to deal with the incident
- if a child has been injured it will be necessary to complete an accident report form. Parents are always informed if a child is injured at school. This may be in the form of a telephone call or an accident letter home.

SANCTIONS

Lunchtime

The severity of the punishment should match the seriousness of the incident. The following range of sanctions have been agreed:

- **short periods of time out e.g. standing by an adult/standing by the wall**
- **loss of privilege e.g. basketball/skipping/football**
- **minutes deducted from playtime**
- **short set tasks with a clear purpose e.g. write a letter of apology**
- **report to the class teacher who will follow up the incident**
- **report to a member of the Senior Management Team**

In the Classroom

- **verbal warning**
- **move to another area of the classroom**

- **loss of privilege e.g. playtime, class party, school visit, etc.**
- **time out in another class with appropriate work**
- **fixed term internal exclusion to allocated class with appropriate work, with parents notification**
- **time out with the SENCO**
- **send to a member of the Leadership Team**
- **send a teaching assistant to the office for any serious incidents**

Social, Emotional Aspect Of Learning small group intervention (ELSA)

In addition to whole school/class Social, Emotional Aspect Of Learning activities, small group sessions are planned for. This group work supports an early intervention approach for children who need additional help to develop their social, emotional and behavioural skills. The intervention is based on the principle that some children will benefit from exploring and extending their social and emotional and behavioural skills by being members of a supportive group that is facilitated by a teaching assistant. This group builds on and enhances the curriculum being offered to each child within the whole class setting.

Behaviour and Attitude Modification Programme

Specific behaviour and attitude modification programmes are planned, monitored and evaluated by the Leadership Team for children who require intensive social and emotional support.

Groups of children or an individual may be identified and withdrawn from their own classroom environment to achieve agreed criteria during planned activities that match work planned for the rest of the class. Small group and one to one intervention supports the self-management of targeted behaviours and attitudes essential for maximum achievement in the classroom environment alongside their peers. An accumulation of criteria is closely monitored by the Associate Headteacher and the class teacher and immediate feedback is given to each child and their parents in the Home/School Partnership Book.

Each child is rewarded for improved behaviour and attitudes by spending more planned time with their peers in the classroom and a planned activity with the Associate Headteacher at the end of the week.

The ultimate aim for each child is to improve their social, emotional aspect of learning in order to make improved academic progress.

Primary and Language Behaviour for Learning Support Team

The school works closely with the London Borough of Merton Primary Behaviour Support team. We refer to this team when children who are causing concern and are at risk of exclusion.

If appropriate this team will come into school to work with the child/ren concerned in an effort to modify the behaviour. We also work in close liaison with the Education Welfare Service, Social Services, Mental Health Services and the Educational Psychology Service.

We work together to identify strategies to deal with particular issues causing concern.

In a very small number of cases inappropriate behaviour may be indicative of emotional disturbance or be influenced by factors which are beyond the child's control. In all cases where behaviour does not improve following a range of positive management strategies or sanctions, it is important that this is investigated.

Initially teachers should talk to the SENCO and ensure that they are kept fully informed of the situation. Regular review is essential and all strategies tried should be recorded.

It may also be necessary to keep a detailed log of behaviour to provide evidence that will be needed if further assessment/involvement of outside agencies is required.

Advice regarding the management of children with emotional and behavioural difficulties is available from the SENCO, the Educational Psychologist and the Leadership Team.

Exclusions

Section 6 of the Education Act 1997 amended the law on fixed period exclusions. Since 1st September 1998 the Executive Headteacher may exclude a child for up to 45 school days in a school year.

When a child is excluded for a fixed period of more than two days, the school will arrange for the child to receive schoolwork to do at home.

Type of Exclusion

- **Exclusion at Lunchtimes** for a limited period. This sanction must be negotiated with parents
- **Fixed-term exclusion from school**
- **Permanent exclusion from school**

Working with families

We believe it is important that parents share our expectations of appropriate behaviour and are actively encouraged to work with us to achieve high standards. Parents will be given a copy of the Children's Choices when their child enters school.

Teachers are encouraged to talk to parents informally if they have concerns about their child's behaviour and should ensure that parents have the opportunity to share any concerns they might have.

It is helpful to share both positive and negative comments about behaviour so that the parent can have a clear picture of circumstances in which the child behaves appropriately as well as those where the behaviour is inappropriate. Teachers should offer a solution/strategy to be tried.

e.g. 'J... is often distracting to others but I intend to deal with this by moving her to sit nearer the front'.

A follow-up meeting to review the situation will also inform parents as to whether behaviour is improving or has further deteriorated.

In all cases of serious incidents or persistent inappropriate behaviours, a member of the Senior Management Team must be informed and the responsibility for informing/involving parents will rest with them. It may also be appropriate at this stage to involve our Targeted Mental Health Worker who works with and supports vulnerable families and their children. A referral to our Targeted Mental Health Worker can be made through the Special Educational Needs Co-ordinator/Associate Headteacher. Teachers should also ensure that a member of the Senior Management Team is informed if any parent is uncooperative or confrontational regarding matters of behaviour and should not enter into dialogue with such parents but refer them immediately to the Executive Headteacher.

Anti-Bullying Policy

Bullying in any form is anti-social behaviour and will not be tolerated in our school. We believe that staff, children, parents and the governing body must work in partnership to ensure that we create an environment in which bullying is actively discouraged, with the aim of eradicating it completely.

Anti-Bullying is taught and explored as part of our PSHE (SEAL) planning.

We define bullying as any behaviour, verbal or physical, which is intentionally intimidating and causes hurt or distress to others.

We believe that all children have the right to be safe and secure while in our care and we consider any instances of bullying as a serious infringement of acceptable school behaviour.

We aim to prevent bullying by:

- developing clear procedures for dealing with incident
- actively promoting non-bullying behaviours
- providing networks of protection and support for victims e.g. mentors
- offering a range of positive strategies that will enable children who do bully to modify their behaviour

Instances of bullying will always be dealt with according to our Behaviour Policy and all alleged instances of bullying will be fully investigated when reported. All staff share a collective responsibility to investigate any complaints made by children who may be the victims of bullying and to make the situation known to a member of the Senior Management Team.

If any patterns of bullying are identified, representatives of marginalised groups will be consulted and action plans drawn up.

Support for victims of bullying

Any child who is the victim of bullying or perceives himself/herself to be a victim must know the following:

- it is important to 'tell'
- the incident/threat will be dealt with
- every effort will be made to ensure that he/she will be safe from further bullying or reprisal

Children will only have the confidence to 'tell' if they can feel assured that (ii) and (iii) will happen. All allegations **must** be investigated and, whether substantiated or not, the child must be told the outcome.

Children often use emotive language e.g. 'beaten up, bullied, threatened' to describe quite trivial playground incidents, or even accidents, that have resulted in minor injury. It is however, important that the child's concern is taken seriously, as sensitive, sympathetic intervention from adults can help children to learn the difference between bullying and an accident, so that they become increasingly able to describe situations appropriately.

Children who are found to be victims of bullying must be protected. They should be offered support from an adult they trust e.g. midday supervisor, teaching assistant, class teacher, SENCO, member of the Senior Management Team.

They must be provided with regular opportunities to review the situation and should know that they can go to their 'mentor' at any time if they feel vulnerable.

When a case of bullying is substantiated the member of the Senior Management Team dealing with the situation should ensure that the victim 'feels safe' before sending him/her back to the situation where the bullying occurred.

It is desirable if both the bully and the victim can be brought together in a controlled environment to ensure that the situation is clarified. Ideally this will enable both parties to understand that the incident has been both taken seriously and dealt with and will not be allowed to recur.

The Perpetrators

It is important to make it plain to the bully that his/her behaviour is unacceptable. You must encourage the bully to see the victim's point of view and identify what they will do to make amends for their behaviour.

The bully will have to face the consequences of his/her behaviour. A member of the Senior Management Team should be informed. A meeting with the bully's parents may be called, when a constructive plan for the future will be proposed.

If bullying recurs and there is no improvement the bully may be excluded at lunchtimes or for a fixed period of days.

E-Safety

The use of the internet and exciting and innovative communication technologies in school and at home has been shown to raise educational standards and promote pupil achievement.

However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- access to illegal, harmful or inappropriate images or other content
- unauthorised access to / loss of / sharing of personal information
- the risk of being subject to grooming by those with whom they make contact on the internet
- the sharing / distribution of personal images without an individual's consent or knowledge
- inappropriate communication / contact with others, including strangers
- cyber-bullying
- access to unsuitable video / internet games
- an inability to evaluate the quality, accuracy and relevance of information on the internet
- plagiarism and copyright infringement
- illegal downloading of music or video files
- the potential for excessive use which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the off-line world and it is essential that this E-safety statement is used in conjunction with other school policies (eg Safeguarding of Children Policy).

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build children's' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

At Singlegate and William Morris Primary School we:

- foster a 'No Blame' environment that encourages children to tell a member of staff immediately if they encounter any material that makes them feel uncomfortable
- ensure children and staff know what to do if they find inappropriate web material i.e. to switch off the monitor and report it to the Senior Management Team, ICT Subject Leader and to send a letter home to families
- ensure children and staff know what to do if there is a cyber-bullying incident
- ensure all children know how to report abuse

- have a clear, progressive e-safety education programme throughout all Key Stages, built on LA / London / National guidance. Children are taught a range of skills and behaviours appropriate to their age and experience, such as:
 - to STOP and THINK before they CLICK
 - to understand 'Netiquette' behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private
 - to understand how photographs can be manipulated and how web content can attract the wrong sort of attention
 - to understand why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments
 - to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, photographs and videos and to know how to ensure they have turned-on privacy settings
 - to understand why they must not post pictures or videos of others without their permission
 - to understand why and how some people will 'groom' young people for sexual reasons
 - to know not to download any files – such as music files - without permission
 - to have strategies for dealing with the receipt of inappropriate materials.

Cyberbullying

SANCTIONS

The following range of sanctions have been agreed:

- **report to a member of the Senior Management Team**
- **listen to all parties involved**
- **investigate and record the details of the incident on an 'incident form'**
- **contact the family of both the perpetrator and the victim**
- **prevention of internet and/or Learning Platform access for a period of time**

- **notification to the Local Authority E-safety Officer**
- **notification to the Community Police Officer**
- **possible fixed-term exclusion**

Working with families

Singlegate and William Morris Primary School runs a rolling programme of advice, guidance and training for parents, including:

- information leaflets; school newsletters; on the school web site
- Pupil Achievement Review meetings
- Team Around The Child Meetings
- demonstrations, practical sessions held at school
- suggestions for safe Internet use at home
- the provision of information about national support sites for parents.

Restraint

Physical Intervention

The Education Act 1997 clarified the position about the use of physical force by teachers, and others authorised by the Headteacher of a school, to control or restrain children. Further guidance was given in Circular 10/98. These do not in any way authorise the use of corporal punishment. Section 550A allows teachers and other persons who are authorised by the Executive Headteacher, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviours prejudicial to maintaining good order and discipline

There is no legal definition of reasonable force. Circular 10/98 provides guidance and gives examples of circumstances and factors that teachers should bear in mind when deciding whether or not to intervene. The Children Act 1989 placed a 'Duty of Care' on all Local Authorities to consider the pupils' needs as a priority in all dealings with pupils and families. For teaching staff 'Duty of Care' is set out in the School Teachers' Pay and Conditions Document. Linked to

the 'Duty of Care' teachers also have a duty to act in loco parentis in the manner of caring.

At Singlegate and William Morris Primary School physical restraint is used as a last resort, where other strategies prove ineffective. In these circumstances we should use restraint only as an act of care and control, using the minimum amount of force.

We have received training in the use of SCIP (Strategies for Crisis Intervention and Prevention), commonly known as 'peaceful restraint', which is an approach specifically designed to offer children care and control when they are angry and out of control.

Any incident involving restraint is recorded on a Physical Intervention Sheet as soon as possible after the event. This includes information such as the date, time, place, those involved and action taken during and after the incident. We will inform parents as soon as is reasonably possible.

In the event of a serious incident, parents may be contacted and asked to take their child home and/or accompany their child to a meeting the following day.

It is not school policy to use physical restraint on a child who is intent on leaving the school premises.

Monitoring and Evaluation

A range of data is collected to monitor patterns of behaviour across the school. This includes:

- **behaviour targets**
- **incident report forms, racial harassment records**
- **'Time out' records**
- **behaviour intervention programme records**
- **exclusions**
- **attendance**
- **visitors' questionnaire**

The Senior Management Team is responsible for collating this information and the Executive Headteacher will include this in the termly report to the Full Governing Body meeting.

Conclusions

The guidelines for promoting good behaviour in school are designed to provide all adults working in our school with a common framework. They are aimed at ensuring that Singlegate and William Morris Primary School are safe and happy places in which teachers can teach and children can learn.

It is our aim that children will gradually learn to develop strategies for self-discipline so that the need for sanctions and punishments is minimal.

In order to ensure high standards of behaviour there needs to be shared agreement of what constitutes acceptable behaviours and promotes desirable levels of good citizenships. All teaching and support staff will participate in regular review of the behaviour policy and guidelines so that aims can be clarified and principles for managing behaviour are understood by all adults who work in our school.

Teachers will ensure that regular review of the Childrens' Choices and Code of Conduct is undertaken in class and becomes part of planned activities within the PSHE curriculum.

Children will be encouraged to participate actively in the review process so that 'ownership' of the Pupils' Choices and Code of Conduct is promoted. Behaving well should be something 'we do' not 'something that is done to us'.

Review

Our behaviour management strategies will be reviewed on an annual basis (see appendix 1) to support new staff starting our schools and to ensure that the management of all children's personal, social, emotional development is of a greater priority.

Consistency in 'management' is the key to an emotionally literate school.

