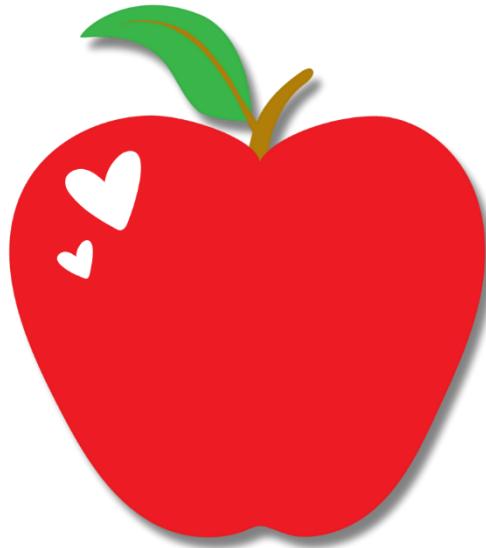


Cheddington Combined School Behaviour Policy



Approved by:	Governing Body
Last review:	January 2025
Next review:	January 2026

1.0 BEHAVIOUR POLICY

1.1 Rationale

We believe that everyone is entitled to work in a calm and orderly atmosphere in which they feel safe and valued.

Positive behaviour management is central to our school ethos and essential for achieving high standards of teaching and learning.

Implementation of this policy and guidelines will ensure that a consistent approach is employed throughout the school.

1.2 Ethos

At Cheddington Combined School we provide a safe, happy and nurturing learning environment in which everyone is cared for, respected and valued. We work collaboratively and co-operatively with each other and the community.

1.3 Governing Body's General Principles

To develop a sense of community based on shared values, mutual respect, courtesy and consideration towards others and our environment.

To achieve this we will:

- have a clear and easily understood code of behaviour (School Rules).
- establish and maintain a calm and orderly atmosphere
- nurture children's self esteem
- encourage children to develop self-discipline, self-control and a sense of responsibility
- foster a caring attitude towards people and property
- encourage good behaviour through praise and reward
- discourage poor behaviour through suitable, proportionate sanctions
- ensure those who work in or visit our school are role models and exhibit behaviour in keeping with this policy and the ethos of the school

1.4 Code of behavior

We expect children at Cheddington Combined School to:

- Be ready
- Be respectful
- Be safe
- Go beyond

We teach them how to do these things by keeping our School Values at the Heart of everything we do. Our values are:

Honesty

Excellence

Appreciation

Respect

Teamwork

1.5 Unacceptable behaviour

The following behaviour is unacceptable:

- name calling
- hitting, kicking, pushing or tripping
- taking / hiding property
- making 'fun' of someone or ridiculing
- making threats
- insulting /abusive language and swearing
- racial harassment
- inappropriate physical contact
- intentional damage to equipment, resources or the school site
- bullying

This list is not exhaustive.

1.6 Behaviour management

Promoting a positive climate:

- all adults and children will be treated with respect
- all adults will be positive role models for children
- adults will use praise to encourage good behaviour
- the school behaviour code ('School Values') will be displayed around the school (see appendix 1)
- at the beginning of the school year time will be spent developing children's understanding of the 'School Values'
- the rules will be revisited regularly throughout the school year in PSHE and

assembly

- PSHE and circle time will be used to develop children's self-esteem and their understanding of other people's feelings and point of view.
- Our school values will be used to develop and promote positive behaviour.

1.7 Rewards and sanctions

To acknowledge and promote the correct behaviour we:

- praise appropriate behaviour
- award Class Dojo points in the classroom and around school. Children can then exchange Dojo points for items from the 'Dojo Shop' and experiences in school.
- give all children the opportunity to undertake 'jobs' and demonstrate they can be responsible members of our community.
- ensure all individual Dojo Points are linked to House points meaning that the children earn points individually and as part of a team.
- model good behaviour – this includes our buddy system which helps develop positive behaviour, positive behaviour for learning and positive social interactions between children.
- we explicitly teach inclusion through our PSHE curriculum.
- send postcards from the Head Teacher to children's home addresses when they have gone 'above and beyond'

To address unacceptable behaviour we:

- explain what is unacceptable and why
- remind children of the rule/s
- children will have a restorative conversation with a member of staff
- children who waste learning time or refuse to complete work at the right time will have to complete work during playtime or lunchtime.
- look at the reasons why the behaviour occurred as we understand that behaviour is often a form of communication
- allow children to have breaks to support self-regulation

When unacceptable behaviour is repeated or persists all staff will follow the behaviour steps (appendix 2)

In extreme circumstances we may

- Internally exclude (where a child spends time in another classroom, continuing their learning)
- exclude the child from school

1.8 Behaviour giving cause for concern

When a child's behaviour gives cause for concern i.e. repeatedly refuses to comply with the behaviour code or an incident compromises the safety of others the matter is referred to the headteacher. The Headteacher / Deputy will investigate the incident(s) and take appropriate action.

We will always view behaviour as a form of communication and explore this option in terms of support for the individual child.

Parents are informed as soon as a child's behaviour gives cause for concern. Working with parents on agreed behaviour targets enhances the chance of success.

Children who exhibit challenging behaviour will have a positive behaviour support plan with clear targets; this will be shared with the school team, child and parents.

A safe space strategy has been implemented for children who experience extreme emotional upset or behavior that is a risk to themselves or others, the guidelines for using the safe spaces are in appendix 1.

1.9 Prohibited measures

Adults must not:

- use corporal punishment
- deprive children of food or drink
- use 'punishment' clothing
- impose fines
- carry out intimate physical searches

1.10 Additional needs /SEN

This policy applies to all pupils however for those pupils with additional needs and those with SEN reasonable adjustments will be made. This may include use of a safe space (appendix 1), additional adult support, advice from external agencies, social and emotional intervention or a positive behaviour support plan

Appropriate sanctions will be used. The individual's parents will be kept informed and updated on a regular basis.

2.0 ANTI - BULLYING PRACTICE

2.1 Statutory Duty

Headteachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

2.2 Definition:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber (use of text messages, email, message boards etc)

2.3 Signs of bullying:

All staff must be alert to the signs of bullying.

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

2.4 Managing incidents of bullying:

Prevention – good, consistent behaviour management will promote a positive ethos that will help to limit the incidence of bullying.

Planned opportunities will exist within PSHE and assembly to raise the awareness of the nature of bullying and the school policy towards it.

Action – if bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached.

The member of staff will:

- listen to the child
- inform the Headteacher on the same day

The Headteacher will:

- speak to the pupils concerned and will record information and action on CPOMs
- inform all staff at the staff briefing of the incident and action.
- inform the parents of the children concerned
- appropriate sanctions may be used.

Pupils

When speaking to the pupils involved staff should do so calmly and discreetly.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience
- reassuring them that they are safe

- offering continuous support from a named member of staff
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- establishing why it happened
- establishing the wrong doing and the need to change
- supporting the making of good behaviour choices

Pupils who have bullied may be set behaviour targets.

It may be necessary to involve outside agencies in order to receive further advice and support. Parents will be informed if this is the case.

3.0 USE OF FORCE BY STAFF TO CONTROL OR RESTRAIN PUPILS

The use of force to control or restrain pupils is not a regular feature of our practice; however, it is important to have a policy in the rare event that the need to restrain should arise. The judgement on whether to use force and what force to use should always depend on the circumstances of each case and – crucially in the case of pupils with SEN and/or disabilities – information about the individual concerned. In line with the Human Rights Act (1998) any restraint should be reasonable, proportionate and necessary.

All staff are 'Step On' trained. This means they are able to de-escalate and support children so they don't reach crisis point in terms of behaviour.

3.1 Minimising and managing incidents

The need to use force to control a pupil is minimised by:

- having a consistent approach to behaviour management
- creating and maintaining a calm and safe environment
- employing resources that promote the development of social and emotional skills
- knowing the children well and meeting their individual needs pre-empting difficulties
- de-escalating potentially difficult situations
- identifying problems at an early stage and working with parents and other agencies to improve the situation.

The use of force to control or restrain pupils is only used:

- to prevent a child from significantly injuring themselves or others
- to prevent serious damage to school property

- when the risks involved in doing so are outweighed by the risks involved in not using force
- the chances of achieving the desired result by other means are unrealistic

Before using force:

- show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning
- give clear directions for pupils to stop
- remind them about rules and likely outcomes
- remove any audience or take vulnerable pupils to a safe place
- make the environment safer by moving furniture and removing objects which could be used to injure
- using positive guidance to escort pupils to somewhere less pressured
- ensure that colleagues know what is happening and call for help

When using force:

- a clear oral warning must be given to the pupil that force may have to be used
- adults should calmly talk the child through what is happening
- staff may only use the minimum force necessary to achieve the desired result
- where possible, force should not be used unless or until another responsible adult is present to support, observe and call for assistance.
- as soon as is practicable the headteacher must be informed
- there should not be an 'audience' of adults or children – if necessary remove the rest of the class /group
- it should only be used for as minimal time as possible

3.2 Staff authorised to use force

- all teachers and staff who are authorised by the headteacher to have control or charge of pupils automatically have the statutory power to use force - **but may only using the minimum force necessary to achieve the desired result.** The trained staff and a member of SLT should be called for at the earliest opportunity.
- visitors, volunteers and those without control or charge of pupils are not authorised to use force and should immediately notify the member of staff in charge of the class / group / child.
- All staff receive training on 'Step On'. This promotes positive behaviour strategies within the school. It provides guidance and practical advice to developed an understanding of the safe and effective use of every day non-

restrictive physical intervention.

- 'Step Up' builds on the principles of Step On and teaches safe, medically assessed restrictive physical intervention techniques. Only staff that have received 'Step Up' training are able to use the techniques within school. These trained individuals include the Headteacher, the Deputy Head teacher and the SENDCo.

The benefits of adopting the Steps approach are apparent at a range of levels and include:

- Children and young people are supported to be successful and are therefore more likely to be included (exclusion decreases, achievement and other positive outcome measures increase)
- Staff have a shared expertise, tailored to the needs of the organisation (improved staff confidence and wellbeing, increased effective responses to the needs of the individual child/young person)
- Expertise in organisations is sustained.
- Organisations can take more responsibility in terms of effective responses to difficult or dangerous behaviour (cost effective for schools)
- The number of, and the need for, restrictive physical intervention is reduced

3.3 Following an incident

- the headteacher must be informed as soon as it is practicable
- an incident form will be completed by all adults present
- when they are calm, the child will be spoken to for their version of events
- a restorative conversation is encouraged
- the parent will be informed
- the other children may be distressed so will need an explanation and reassurance
- children who have required restraint will have a risk assessment and individual positive handling plan and positive behaviour support plan.
- it may be necessary to inform other agencies e.g. children's services, behaviour team
- on return to class the child will have a 'fresh start' and the incident will not be referred to again following a restorative conversation. It will be necessary to discuss the behaviour plan.

3.4 Complaints and allegations

- complaints will be dealt with in accordance with the school complaints policy
- allegations will be dealt with in accordance with the Local Authority 'allegations against staff' procedure

4.0 DISSEMINATION, MONITORING AND REVIEW

4.1 Dissemination

The behaviour policy will be discussed with new staff as part of their induction.

Training needs will be identified through existing monitoring systems and performance management.

Staff will be given regular opportunities to discuss issues relating to behaviour management.

All staff receive annual training on 'Step On' (positive handling, de-escalation and relationship building training as per Buckinghamshire LA guidelines).

4.2 Monitoring and evaluating

The headteacher will monitor behaviour incidents annually and analyse records with regard to age, gender and ethnicity.

Staff will regularly evaluate impact of rewards/sanctions systems with children. Staff will review behaviour management practice annually.

Parents and pupils have an opportunity to make comments about behaviour in the regular surveys.

Appendix 1

'Safe Space' Guidelines for use.

Safe spaces have been created in school for children who are experiencing extreme emotional upset who are at risk of harming themselves or others. The safe spaces will provide a calm environment free from stimulation that will enable the child to calm down away from the glare of their peers.

It is important that all school staff understand when, how and why the safe spaces is used and that it is used consistently and according to these guidelines. Failure to do so will compromise its effectiveness and may contravene the law.

It is extremely important to note that use of the safe spaces is **not** a punishment and should never be referred to as such to the children or among staff. It is a safe space for calming down.

Who will use the spaces?

The spaces have been created for children who are experiencing extreme emotional upset who are at risk of harming themselves or others; they are likely to be angry and may be aggressive. Staff will be aware that the child can exhibit this behaviour.

When will it be used?

The space will be used as part of their positive behaviour support plan. Parents will have been informed that it is part of the strategy. Children will have been introduced to the strategy when they are calm.

When a child is experiencing an extreme emotional upset an adult will suggest they go to one of the safe spaces. See the 'how' procedure.

Children will only be in the safe space for as long as it takes to calm down. An adult will remain with them.

When a child has visited the safe space a record should be made on CPOMS.

At no time should a child be locked into a room or left unaccompanied.

Appendix 1

How to use the Safe Spaces:

1	When a pupil has been identified as having emotional outbursts that are potentially dangerous to themselves or others the parents should be informed and a behaviour strategy plan should be written. The SENCo and Headteacher should be involved in this decision and the writing of the plan.
2	When the child is calm they should be talked through the plan and what to do if they are angry. They should be shown the safe spaces and its use should be explained. <i>'If you are angry /upset you can choose to come to this room to calm down. If you are angry and upset but haven't chosen to go to the room a grown-up will remind you to come to this area. It is a safe space where you can calm down. When you are calm you will be able to return to your class.'</i>
3	If a child chooses to go to the safe space a teaching assistant should go with them, if none is available a message should be sent to the school office so that an adult is available to supervise them.
4	If a child is having an extreme emotional upset and hasn't chosen to go to the safe space a TA (or if one is not available the Headteacher) should speak to the child calmly reminding them that they can go to the safe space to calm down. <i>'remember you can go to the safe space to calm down ' or 'It would help you to calm down if you went to the safe space.'</i> The child should be accompanied to the safe space.
5	If a child will not leave the classroom adults will manage the exit from the classroom using their 'Step On' training but will not remove to the safe space. Once away from the classroom they will remind the child they can go to the safe space. If the child still refuses they will issue an instruction that they are taking them there. <i>'I am taking you to the safe space so that you can calm down.'</i>

6	Once in the safe space an adult should remain with the child. The child should not be spoken too as, when distressed, they will not be able to process what you say. The adult should remain calm and quiet and periodically remind the child <i>'I am here when you are ready'</i> (a child specific script as included in their positive behaviour support plan)
7	When the child is calm thank them for calming down, if it is appropriate ask why they were upset. Explain why their behaviour was inappropriate and unacceptable. Remind them of the correct action to take rather than getting angry. Tell them they can go back to class. Prepare them for how to enter the classroom. Go with them and help them settle i.e. tell them to tell the teacher they are back, settle them in the right place, help them find the activity they should be doing.
8	Record that they were in the safe space on CPOMS Tell parents they were in the safe space and why.
9	Depending on the needs of the child, a reflective time will be given to encourage ownership over their actions and positive behaviour support plans will be updated.

