



Eton Porny C of E First School

Policy Document

BEHAVIOUR FOR LEARNING POLICY

Category: Statutory	Approved by Headteacher:
For Review By: Headteacher /Head of School March 2022	<i>K E Russell</i>
Review Schedule: Annual	Overviewed by LGB:
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*We are all created unique and special.
He made us all perfect having our own uniqueness.
1 Peter 4:10-11 'God has given each of you a gift from his great variety of spiritual gifts.
Use them well to serve one another'.*

Behaviour for Learning Policy

Principles

In line with our Christian ethos and in sympathy with 'Valuing All God's Children' and the 'Church of England Vision for Education': we believe that it is the right of all children and staff to work and learn in an environment which is conducive for effective learning. We believe that children, staff and all members of our school community, have the right to feel safe in school. We recognise that it is the duty of the school community to promote and model good behaviour.

Aims

We shall endeavour:

- To provide a safe and secure learning environment;
- To promote and model behaviour which is conducive to learning;
- To give pupils strategies which help them to understand and maintain socially acceptable behaviour;
- For all staff to develop and demonstrate the principles of acceptable and responsible behaviour (Social and Emotional Aspects of Learning).

Agreed Behaviour for Learning Expectations

1. Ready
2. Respectful
3. Responsible

As part of the Special Needs Code of Practice, a minority of pupils with specific social and emotional needs and behavioural support needs will have targeted support and intervention in addition to our school agreed behaviour strategies.

Communication

Our policy will be communicated through published copies, school rules, newsletters, notice boards, collective worship, school council and within the curriculum wherever relevant. Annually, we will bring our policy to the

whole school community and Local Governing Body. Our policy will be discussed regularly in professional development meetings, to ensure that everyone applies the standards consistently and fairly.

Roles and responsibilities:

Our children are expected to be responsible for:

- Following reasonable instructions by school staff and agreed school rules;
- Respecting everyone in the community;
- Caring for their own and other people's property;
- Respecting the school learning environment both in and out of the classroom;
- Attending school regularly, on time and correctly dressed in appropriate school uniform;
- Showing self-discipline to enable themselves and other pupils to fulfil their potential at all times;
- Refraining from swearing and using any inappropriate language;
- Acting as positive ambassadors for the school when off the school premises.

Our parents are expected to be responsible for:

- Supporting our school in the implementation of this policy;
- Ensuring their child attends school punctually every day;
- Being aware of the school's expectations and rules;
- Responding promptly to all school communications;
- Supporting their child's homework;
- Fostering their child's awareness of appropriate behaviour;
- Encouraging self-discipline;
- Participating in school meetings to support our values.
- Behaving and modelling appropriate adult behaviour when on school grounds and in the home.
- Communicating with staff in a constructive and respectful manner.

Our staff are expected to be responsible for:

- Planning and preparing effective learning experiences for every child;
- Involving children in the planning of their learning;
- Creating an atmosphere for positive learning through ensuring school/class expectations and boundaries are clearly communicated and adhered to from the outset;
- Being fair to all children by recognising that each is an individual with their own specific needs;
- Raising self-esteem, confidence and developing potential;
- Providing challenging learning experiences;
- Ensuring that agreed behaviour expectations are adhered to during learning time and around the school;
- Using "Restorative Approaches", behaviour system, consequences and rewards consistently as agreed.
- See Pedagogy Policy.

Dealing with allegations against pupils including peer on peer abuse

At Eton Porny C of E First School, we believe that all children have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. In most instances, the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the Child Protection and Safeguarding Policy and in line with Keeping Children Safe in Education (2021).

At Eton Porny, sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported. When an allegation is made by a pupil against another pupil which features the type of behaviour outlined above, our school's response will be:

Proportionate, considered and supportive, decided on a case-by-case basis. Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction. Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. We will address

'lower-level' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect. We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). In these incidents, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Outside Agencies

Where necessary, our school will refer children to outside agencies to support their behaviour for learning. Strategies may include a referral to:

- Educational Welfare Service
- Educational Psychologist
- Behaviour Support Team
- CAMHS (Children and Adolescent Mental Health Service)
- Health Centre

Assessment

Children's behaviour is assessed through observations and through monitoring of incidents. Initially these are conducted internally but it may be appropriate for other agencies to be contacted in order for further advice and support to be sought. Parents will be informed and their permission sought if outside agencies wish to work with their child.

Monitoring and Evaluation

The Headteacher and Head of School regularly monitor the effectiveness of our school policy, reporting their findings to the Local Governing Body. Where necessary recommendations for further improvements will be suggested and adjustments made. Staff will be involved annually in evaluating the effectiveness of our policy and suggesting changes for the subsequent academic year.

Record Keeping

Eton Porny C of E First School keeps a variety of records of incidents of behaviour:

- Members of staff record incidents electronically on our school behaviour system.
- Details of children requiring timeout are recorded on the appropriate form. This information is then used weekly for analysis and monitoring purposes by the Headteacher and Head of School.
- Details of internal exclusions are recorded.
- Any incidents of bullying are recorded.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term period, or who is permanently excluded. These details are also stored by the Royal Borough of Windsor and Maidenhead.
- Any incidents of racism are recorded and shared with the Royal Borough of Windsor and Maidenhead annually.
- Any incidents of restraint are recorded and shared with the Royal Borough of Windsor and Maidenhead annually.



BEHAVIOUR FOR LEARNING EXPECTATIONS

- Ready
- Respectful
- Responsible

Appendix 1

1. Introduction

At Eton Porny Church of England First school we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used subscribing to the principles of TEAM Teach.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

2. Definition of 'Restrictive Physical Intervention'

The Law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention 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 behaviour that is prejudicial to maintain the good order and discipline at the school

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

3. When the use of restrictive physical interventions may be appropriate in Eton Porny C of E First School.

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Staff have received TEAM TEACH and are permitted to apply the procedures as identified in this policy.

4. Planning for the use of Restrictive Physical Interventions in Eton Porny C of E First School.

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows: -

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage
- Staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times

5. Complaints

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to the Royal Borough of Windsor and Maidenhead Child Protection and Safeguarding policies.