



BEHAVIOUR & RELATIONSHIPS 2021-22

Article 2

All adults should do what is best for you. When adults make decisions they should think about how their decisions will affect children.

Article 19

You have a right to be protected from being hurt and mistreated, in body and mind.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

UNICEF RIGHTS OF THE CHILD

Signed:

Headteacher: Vanessa May

Chair of Governors: Anne-Marie Devlin

DATE

Review Yearly.

Next due September 2022



Reckleford Community School and Nursery
Behaviour for Learning Policy

All children and adults have the right to a school community that is secure, happy, and purposeful. We aim to provide an environment that promotes respect and good behaviour in ourselves and others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand planning.

Specifically we aim to:

- † Ensure that all children are treated according to their needs and that at all times the approach is fair and consistent

- † Reinforce and reward good behaviour in a positive way

- † Act to prevent all forms of bullying, including cyber-bullying...

- † Help children to understand that they are responsible for their own actions

- † Help children to understand how their behaviour affects others

- † Ensure that all children feel safe within school

- † Encourage positive and enthusiastic attitudes towards learning in the classroom

- † Encourage collaborative and cooperative work and play to enhance all children's learning experiences.

- † Support children to have the confidence to take risks with their learning and try new things.

- † Ensure all children are given the opportunity to receive praise and rewards for their good behaviour and achievement

- † Ensure children have an opportunity to make amends for any misdemeanour

- † Implement a consistent behaviour strategy with clear boundaries and sanctions.

GUIDELINES FOR IMPLEMENTATION

GOVERNORS

Governors must review the behaviour policy annually. They have a duty to monitor the impact of the behaviour policy and assess its impact ie by racial group/ gender. This will be done through SEN report to Governors, Headteacher's report and Governor monitoring.

THE SCHOOL

The Headteacher will publicise the Behaviour Policy to all staff/parents/pupils and to bring it to their attention once a year and to the attention of any new staff/parents/pupils

Staff must be able to respond to children according to their needs and be clear about the levels of sanctions they can apply. Staff will be kept up to date with any known educational and/or social difficulties children may currently be experiencing. Staff will model good behaviour and ensure pupil safety and well-being including preventing bullying and dealing effectively with reports and complaints about bullying.

Staff will encourage enthusiasm and enjoyment of learning by explaining, noticing and praising success. Reward systems will enable every child to experience success and enjoy being challenged.

PUPILS

Have the right to be taught in an environment which is safe, conducive to learning and free from disruption.

They have the responsibility to respect each other and all staff; to follow reasonable instructions from staff, obey school rules and accept sanctions in an appropriate way. They must never denigrate, harm or bully other people. They must act as positive ambassadors for the school when away from the school premises.

They must be taught how to share concerns and worries about themselves or their peers or other adults.

They must feel confident to use their voice with the adults in the school and know that they will always be taken seriously.

PARENTS

Have the right to expect their children to be safe, secure and respected in school; to be kept informed about their children's progress and to be listened to when complaining about any incident and receive a fair and prompt response.

They have the responsibility to respect the school's behaviour policy and to encourage their children to do the same.

They must send their children to school punctually every day, suitably clothed, fed and rested.

They must inform the school when circumstances change at home or when events occur which may impact on their child's behaviour.

COVID-19 PANDEMIC

Social distancing will be encouraged in every aspect of the day in order to avoid contagion. Children will be expected to remain with their class group, within a directed space at all times. Children will be expected to:

- **Children will:**
- follow altered routines for arrival or departure, line up with parents
- be reminded every day about why we must be careful and clean
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)

- be reminded every day and comply with expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if they are feeling unwell including experiencing symptoms of coronavirus
- know they must not share any equipment or other items including drinking bottles
- be reminded every day and know expectations about breaks or play times, including where children may or may not play
- only use toilets when an adult is present, flush & hand wash thoroughly
- be reminded every day, show understanding of and follow clear rules about coughing or spitting at or towards any other person
- rewards and sanction system where appropriate
- Identify any reasonable adjustments that need to be made for students with more challenging behaviour.

Deliberate Infringements

- If a child wilfully puts or threatens to put the health of others at risk, for example, threatens to cough, spit, lick, to break social distance, or not follow hygiene or other instructions, then the following sanctions will apply:
- The child will be immediately isolated with a member of staff in full PPE until parents can come to collect them.
- A conversation will be held with parents/carers about how the child can supported to return to school safely.
- A risk assessment will be written for that child and shared with parents and all staff to support safe re-integration

Principles for staff

- Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
- Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- Attend INSET training on 6th & 7th September
- Understand and comply with the Full Risk Assessment for full return 8th September
- Use the 'catch it, bin it, kill it' approach.

- Avoid touching your mouth, nose and eyes.
- Clean frequently touched surfaces often using wipes or spray provided
- Complete cleaning schedules as appropriate
- Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- Ensure your pupils understand the procedures and safety measures they must comply with – ensure they follow them!
- Liaise with SLT immediately if a child's behaviour is causing concern
- Try to support a child to the side – use a face shield if necessary
- Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
- Prevent your class from sharing equipment and resources (like stationery).
- Keep your classroom ventilated with door and windows open if possible for air flow.
- Supervise your children using the toilets to ensure best hygiene
- Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
- Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

Rewards

Reward systems promoting good learning and respectful and positive behaviour in the classroom and around the school are in place.

Children in the school receive 'good worker' cards during a lesson which is then rewarded with a sticker on a bookmark at the end of the session. A 'full' bookmark results in a visit to the Headteacher and a Certificate awarded in celebration assemblies at the end of the week.

The marble system rewards good and kind behaviour at lunchtimes.

The school uses weekly circle time and / or talking sessions and assemblies to highlight positive behaviour. Children will also be supported to communicate their needs and feelings throughout the curriculum. Signs, symbols and photos may also be used, along with photos, where necessary, to enable every child to understand the structure of their environment, their day and what is expected of them as well as to support them when changes occur.

Dinner Supervisors and Classroom staff will use stickers as individual rewards for great learning, trying and behaviour. Individual children may still have personalised target systems with built in sticker / activity rewards.

Class Charters and the 'School Promise' reflect the principles of positive encouragement and expectations of good behaviour. There will also be visual resources to assist with the communication of what is expected

Sanctions (ADJUSTED COVID-19)

A child who occasionally behaves poorly will be dealt with by the class teacher through the rewards and sanctions of the classroom. Sanctions need to be immediate in order to make sense to the child and therefore be effective. Possible sanctions include:

- Missing part of the next play time – standing with teacher on duty
- Missing out on a 'choosing' activity / 'time out' – a supervised period of time (5 – 10 minutes) (COVID-19 AWAY FROM ACTIVITY BUT IN SAFE SPACE) out of the classroom in order to calm down and reflect. A timer may be used in order to give the child visual support.
- To see the Headteacher or a senior member of staff – staff to be called to the safe space if possible

Playground & Lunchtime

- Information on children's difficulties will always be shared with dinner supervisors and they, in turn, will share information with class teachers about any individuals who are having difficulties at lunchtime.
- Verbal warnings should be given. If the issue is considered more serious, immediate 'time out' should be given holding the adult's hand for a period of time. If the child finds this 'time out' difficult to maintain a further period of 'time out' should take place within the school.
- The class teacher must be informed if a child has been 'sanctioned' at play or lunchtime.
- Fighting is not to be tolerated and a child engaging in this will be removed from the playground as quickly as possible. This may result in a loss of further play and time with an adult to reflect on the incident and make apologies.
- Repeated incidences will result in the Class teacher &/or Headteacher speaking to parents. Appropriate support for lunchtimes may be put in place within the capacity of the school. AN INCIDENT REQUIRING PARENTS TO BE SPOKEN TO MUST BE RECORDED IN THE BEHAVIOUR LOG.
- Any significant behaviour incidents must be recorded in the Behaviour Log – parents will be informed
- Serious behaviour incidents – resulting in a significant injury or destruction of property / equipment – will be recorded in the Serious incident log and the Headteacher will see the parents. SENCO may be involved at this point.

All adults will work with each child to support the acquisition of acceptable behaviours and to raise the child's self-esteem and expectations. The child must know that each day begins with a fresh start. Parents may be informed at the end of the day or through the bi-annual parent-teacher meetings.

A child who persistently misbehaves or who has a specific social, emotional &/ or mental health difficulties will be supported through a graduated response as per the school's special needs policy with full involvement of the child's parents and SENCO. They may

also have a 'positive handling plan' which sets out the child's difficulties, possible responses and the best ways for all staff to support the child's challenging behaviour.

Teachers may initiate a home/school contact book in order to provide continuity and regular feedback (including positive!) to parents and vice versa.

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances

SIGNIFICANT AND PERSISTANT DIFFICULTIES – THE NEED FOR AN EQUAL CHANCE TO THRIVE.

For vulnerable children who may have complex needs we will complete a risk assessment in order to support their needs.

As a school we understand that there is a clear link between a child's ability to learn and communicate and their behaviour. Additional needs such as: language or communication difficulties, early attachment issues, social and emotional difficulties etc. are more likely to develop associated behavioural difficulties than their peers. We will always investigate and support additional needs as part of our behaviour support.

Staff at Reckleford School & Nursery must understand that some children will not fit the standard model of our behaviour policy. For these children, it is the **RELATIONSHIPS** with one or more adults that need to be built in order for them to make emotional progress. Until this is achieved, they may be unable to make progress in any other area.

All staff are expected to be able to show all children that they are liked and important in the school community. All staff are expected to show flexibility and understanding in their responses to children who have experienced significant trauma or have complex SEN resulting in high levels of anxiety.

Some children may need a whole school approach in which case their needs would be discussed at staff meetings and with dinner supervisors.

Children will be supported through an individualised plan with clear, measurable targets which will be reviewed weekly with a full review each half-term.

For children with significant and persistent difficulties, where progress has not been easy to make without a significant amount of additional support, additional, professional advice will be sought. An Education Health Care Plan (EHC) may be applied for if it is felt that progress can only be made with sustained and significant additional support. This will enable the school to make provision which is above and beyond that which would be available from the normal school budget.

Where there are a number of children with challenging behaviour the school may run a Nurture Group. This group will target specific difficulties the children have and assess their progress using tools such as Thrive or Boxall.

All of the above are adapted in the Foundation Stage to meet the needs of the very young child.

CHILDREN WITH SEN & DISABILITIES

- Staff need to be aware that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- Staff need to be aware that there is a higher risk of peer group isolation
- Disproportionate impact of bullying; and difficulties with communication
- Staff and settings must consider extra pastoral support for children with SEN and disabilities

CONTEXTUAL SAFEGUARDING

- Contextual Safeguarding is an approach to an understanding, and responding to, young people's experiences of significant harm beyond their families.
- It recognises that the different relationships that young people have from their community, schools and online can feature violence and abuse.
- Parents and carers can have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Assessments and concerns must always include this wider picture

CONTEXTUAL SAFEGUARDING APPROACH TO PEER-ON-PEER ABUSE

RECKLEFORD SCHOOL & NURSERY will minimise the risk of peer-on-peer abuse taking place by adopting a contextual approach to safeguarding. This enables us and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action.

The DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

PEER ON PEER ABUSE

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

RESPONDING TO INCIDENTS OF PEER-ON-PEER ABUSE

All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

Concerns regarding the welfare of pupils and any subsequent support process will be recorded and kept securely on their safeguarding file.

Examples of peer-on-peer abuse can be found in the Key Safeguarding Areas [section of this policy](#). Peer-on-peer abuse can happen in any environment and is not restricted to school settings.

At RECKLEFORD SCHOOL & NURSERY:

- We have a zero tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- Peer-on-peer abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to peer-on-peer abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully.

RECKLEFORD SCHOOL & NURSERY will handle initial reports of abuse by:

- Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

A diagram outlining our process for responding to peer-on-peer abuse is available in Appendix B of this policy.

Responding to Incidents of Sexual Violence and Harassment

Reference to Keeping Children Safe In Education (2021, Part 5) and guidance [Sexual violence and sexual harassment between children in schools and colleges 2021](#) should be made in relation to taking protective action.

RECKLEFORD SCHOOL & NURSERY will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
- [The Brook Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from the education psychology team.
- Proportionate action will be taken and consideration given to whether a case can be managed internally or whether support from other support agencies is required.
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):
 - Cases will be reported to the police regardless of the age of criminal responsibility (10 years old)
 - A concurrent referral to Children Social Care must also be made
 - Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
 - Where the report includes an online element, the setting will follow the following government guidance [Searching, Screening and Confiscation at School](#) and [Sharing Nudes and Semi-Nudes](#)
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.
(Laws: Education and Inspections Act 2006; The Equality Act 2010)

Where there is a concern from a parent that bullying has occurred, it is the responsibility of staff to take the concern seriously:

- Report it to the class teacher.
- The class teacher must see the parent to discuss the concern.
- If the concern does not fit the definition of bullying ie it has not been persistent over a period of time, this must be explained to the parent but with reassurance that the incident will be taken seriously, the children concerned spoken to with appropriate discipline and their child supported and the situation monitored.
- If the concern does or appears to meet the criteria of 'bullying' this must be reported to the Headteacher to be recorded
- The children involved will be disciplined and their parents seen
- It will be explained to the parents how the situation will be monitored and supported
- The children will understand the seriousness of their actions and why it must stop
- The child / children who have been bullied will be supported by a designated member of staff who will be available to them regularly from ie ELSA, TA, PFSA. If necessary, support may be needed from Getset, CSC or CAMHS
- Parents must be involved and feel confident that the school is being proactive and supportive

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Exclusions

If a child is displaying behaviour which puts himself or others or property at risk of harm and staff feel they are unable to bring this behaviour to an end then a child may be excluded for a fixed period. This would ordinarily be half or one day. If the behaviour is judged to be more serious ie has resulted in serious injury, then a longer period (up to 5 days) may be enforced.

Parents will always be informed of the incident and of their statutory rights of appeal. The school will provide work, where appropriate, for the child for a period of exclusion of more than 1 day.

In extreme cases it may be necessary to place the child on a programme of reintegration where they will attend part-time and build back their hours by meeting reasonable targets.

The school take every step to avoid exclusion. This action will only be taken as a last resort if it is felt that the child and/or children and staff within the school are at risk of harm if the child continues to attend the school.

For fixed term or permanent exclusions the Headteacher and Governors will follow the advice and procedures set down in the latest Somerset County Council procedures.

Policy Statement upon the Use of Reasonable Force to Restrain or Control Pupils. (DFE Use of Reasonable Force July 2013)

General Principles

1. Reasonable force will only be used on a pupil when absolutely necessary under one of the circumstances outlines below.
2. Force must only be used as a protective measure and never as a punishment.
3. Teachers have a duty to act in 'loco parentis' and treat children in the manner of a caring and reasonable parent.
4. Teachers are required to maintain good order among the pupils and safeguard their health and safety, both on school premises and on other authorised school activities.
5. If it is anticipated that a particular child's behaviour may require the use of reasonable force, a specific plan (positive handling plan) will be drawn up for that pupil and communicated to all involved (parent, staff, pupils).
6. All incidents where reasonable force is used must be reported to the Headteacher, who will record the circumstances as outlined below.

Circumstances Requiring the Use of Reasonable Force

There is no statutory definition of 'Reasonable force'. Deciding on whether the use of force is justifiable will always depend in part upon the context in which the misbehaviour takes place. It can be used in the following circumstances: -

- a) Where action is necessary in self-defence or because there is an imminent risk of injury.
- b) Where there is a developing risk of injury, or significant damage to property.
- c) The greater the potential for injury, damage or serious disorder, the more likely it is that using force must be justified. Specific examples:
 - A pupil attacks another member of staff or pupil
 - Pupils are fighting and causing injury
 - A pupil is damaging or on the verge of damaging property.
 - A pupil is causing, or at risk of causing, injury or damage by rough play or misuse of objects.
 - A pupil leaves a classroom / the school and it is viewed that this would entail serious risk to the pupil's safety or lead to behaviour that puts good order and discipline at risk – ie disruption of other classes.
 - Persistent refusal to leave a classroom
 - A pupil is behaving in a way that seriously disrupts a lesson, event or visit.

Reckleford School & Nursery has a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN)

Incidents where restraint has been used will be documented and parents will always be informed.

Physical Contact in General

It is not intended that this policy should stop normal physical contact between staff and pupils. Although physical contact may occasionally be used to restrain or control a pupil, it is more often an important element of care. Staff should be able to express 'parental' affection towards pupils in their care and, for instance, provide comfort to a child who is upset.

Recording of Incidents

- Significant behaviour incidents ie where children have been sent in from the playground and / or parents have been spoken to, will be recorded by staff in the **Behaviour Log** with emphasis placed on the 'actions' section in order to ensure nonrepetition.
- All serious incidents where there has been injury or damage to self or property including potential bullying will be recorded in the **Serious Incident Log** (HT's Office). Parents will always be informed of these incidents.
- Incidents where restraint has been carried out will be recorded in the **Red Bound Book** in addition to the serious incident book which will, again, be shared with parents.
- All serious incidents (resulting in injury) will be recorded on the county risk assessment website EEC.
- Children with sustained behavioural difficulties and/or diagnosed behaviour disorders will have a **Positive Handling Plan** which will be shared with all staff to inform them of successful and appropriate strategies for dealing with incidents as they occur. This will be reviewed every 6 months or more regularly, as required. They may also have a personal behaviour log for classroom staff to monitor patterns of behaviour.

Review and Monitoring

Following the detailed recording of a serious incident, good practice dictates that a headteacher or delegated person should:

- Read all accounts of the incident;
- Interview all staff (both teaching and support) and pupils who witnessed the incident;
- Discuss the incident with the pupil or pupils who were directly involved. It is important that pupils be provided with the opportunity of giving their own version of events, particularly in cases of divergent opinion or fact, and they should be encouraged, if necessary helped, to prepare a written statement;
- Ensure that parents and/or guardians or other persons with parental responsibility (such as social workers) have been informed of all relevant facts;
- Ensure that all concerned are aware of their right of complaint;
- Review school policies or consider changes to the existing policy.

Procedure for Dealing with a Complaint

The general complaints procedure adopted by the governing body should always be followed.

However, parents and pupils have a right to complain about actions taken by school staff including use of force. If a specific allegation is made against a member of staff, then our school will follow the guidance set out in 'Safeguarding Children and Safer Recruitment in England'

This policy is in line with Preventing and Tackling Bullying 2017 (DFE)

MONITORING AND REVIEW

This policy will be monitored and reviewed annually.