




Eton Wick C of E First School Policy Document

BEHAVIOUR FOR LEARNING POLICY

Category: Statutory	Approved by Headteacher: 
To be reviewed by: Headteacher/FGB	<i>Date: September 2022</i>
To be reviewed: Annually	Overviewed by FGB: <i>J. Rebbitt</i>
Next review due by: September 2023	<i>Date: September 2022</i>

Our ethos as a church of England School is captured in the vision of good seed growing in good soil. We endeavour to provide an environment in which we are all developing, learning and growing. Rooted in that vision, our policies have been developed.

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).

Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online



Behaviour Statement

Be safe

Act responsibly

Aim high

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.

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 along with the behaviour system, with consequences and rewards consistently as agreed.
- See Pedagogy Policy.



The governing body

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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 Teams
- 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.

Record Keeping

Eton Wick 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 used weekly for analysis and monitoring purposes by the Headteacher.
- 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.

Rewards and sanctions

The school has developed a robust way to ensure that children feel proud of their achievements. Where necessary, age – appropriate sanctions will be given and will be shared with parents.

Rewards:

- Individual house points.
- Exceptional pieces of work may go into the Golden Book
- Celebration leaves for children showing our values
- Children work together as a team to earn class 'Dojo' points. Once the target is met, the class will choose their own reward. *For example, 10 minutes of extra play time*



Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

See appendix 2

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour. Some staff members are trained in proper use of restraint, and this is reviewed annually.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing body annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.



Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy, Child Protection and Safeguarding policy



Appendix 1:

Eton Wick C of E First School written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually



Appendix 2:

Physical Restraint

At Eton Wick, we subscribe to the principles of Team Teach - this is behaviour management training that incorporates early intervention of challenging behaviours and de-escalation strategies but also uses Restrictive Physical Interventions (RPI).

RPI relates to both the physical restraint of students by staff and the practice of using calming rooms to help pupils' deescalate when they are in an extremely heightened state. RPI will only be used by staff when all other strategies have failed.

There are certain criteria that must be met before the decision can be made to use a physical restraint with a student. The reference for this is taken from the Department of Education July 2013 guidance 'Use of Reasonable Force'. These are:

- Prevent the student from hurting themselves
- Prevent the student from hurting others
- Prevent the student from damaging property
- Prevent the student from causing disorder

If a restraint is carried out then the minimum force necessary must be used and the restraint itself must be reasonable and proportionate to the behaviour being carried out by the child. All incidents of restraint must be recorded on CPOMS and parents informed on the same day that the incident has occurred. Only staff that have completed Team Teach training will be authorised to carry out a restraint on a pupil unless in extreme circumstances.

In the first instance of a pupil being restrained, a Behaviour Support Plan must be created which lists the restraint/s that will be used if necessary and indicates which Team Teach holds to use. If a Behaviour Support Plan is in place then it will be redrafted to include the need for physical restraints. However, in a crisis situation a restraint can be used on a pupil even if a Behaviour Support Plan is not yet in place provided the criteria of the Department of Education July 2013 guidance 'Use of Reasonable Force' is met.

Having too many members of staff in view during a restraint can contribute to students remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation. 'Change of face' is an extremely important tool to use after an episode of restraint as it is very likely that in the initial period after being restrained the student will be very angry with the staff member/s who carried out the restraint. Therefore a 'change of face' to members of staff not involved in the restraint may help the student to calm quicker.

Team-Teach techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Additionally, due to the nature of the behaviours displayed by some students, there will be times when staff members receive minor injuries themselves. Any injuries that occur to students or staff during a restraint or episode of challenging behaviour by a student must be recorded on CPOMS.

