

**Behaviour and Exclusions Policy
(including Acceptable Touch Policy)**

Sept 23

Context and Rationale

At William Morris, we believe that everyone should be treated with respect. All children should be supported to take responsibility for their own behaviour and should be helped to become responsible members of their community.

The way that pupils behave correlates strongly with their eventual outcomes. Good behaviour throughout a school generally results in:

- An environment where everybody feels safe
- Pupils achieving more academically and socially
- More time for effective learning
- Improved staff satisfaction, with higher retention rates

Aims:

At William Morris, we want all children to feel happy and safe throughout their time with us. When they leave the school, we aim for them to become competent, confident and self-reliant individuals who can begin to manage their own lives and have a positive impact on society.

The environment we aim to create is one where:

- All children want to behave well, experience success and enjoy their time at school.
- All children like themselves, are liked by others and like other children.
- Children and their families feel welcome and are comfortable to talk to staff about the support that they need.
- Staff know children well and understand them so that they can provide the right support to improve children's behaviour.
- Children can learn to manage their own behaviour.
- Mistakes are accepted and are considered part of the learning process, and it is recognised that children are at different stages of the developmental process.
- All adults can learn and use strategies to support children to manage their behaviour.

Whole School Approach: (Adapted from Dix, 2017. 5 Pillars of Practice)

1. Adults will notice positive behaviour. Children who are demonstrating the behaviours expected at William Morris will be highlighted and celebrated.
2. Consistently calm adult behaviour. All adults will deal with behaviour calmly. Adults will control their vocal range so that small changes in tone are more impactful.
3. Relentless Routines. The consequences of children's actions will be predictable. Children know that if they behave in a certain way all adults will respond consistently (Procedures in Appendix 1).
4. Follow up, repair and restore. After all incidents of negative behaviour, adults will focus on what will be done better next time. Children will not be punished, instead they will have the opportunity to talk, repair and restore.
5. Difficult interventions will be scripted. Support for ongoing challenging behaviour will be managed by using an approach which is agreed upon by the child, their family and staff. All staff will use the approach consistently, including a script to use during difficult situations. This will be documented in a De-escalation Plan; Appendix 2)

Modelling Expected Behaviour:

The ethos of our school is central to establishing and maintaining high standards of behaviour. The HMI report 'Good Behaviour and Discipline in School' emphasises the part played in this by the examples set by all adults in a school. Where adults are seen to have high standards of themselves, to work hard, to care about others' well-being, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves. Therefore, it is essential that all adults fulfil their responsibilities with regard to:

- Punctuality
- Completing tasks to the best of our ability
- Taking responsibility for our building and equipment
- Co-operating with others
- Ensuring that all agreed procedures are consistently applied.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Trust have been notified.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions towards a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents should follow the complaints procedure.

The Role of Governors

The governing body has the responsibility of reviewing the effectiveness of this policy. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Incentives and Rewards – In Class

Whole Class Reward System

- Teachers and their class choose a reward that all children in that class will work towards achieving each half term (eg. a class party).
- Some smaller rewards will be set as ‘quick wins’ on the journey to achieving the main reward (eg. 5 minutes additional break time). This is to ensure that children are engaged and enthusiastic about the system. Teachers will set these based on the needs of their class.
- The system in each class will follow the principles of ‘Marbles in a Jar’, however teachers have the flexibility to implement a system with a different name / appearance / resources.
- Children will earn steps towards their rewards by demonstrating positive behaviours. Once they have been rewarded for a behaviour this can’t be taken away.

Gold Book Assembly

- Adults in every class will choose children to be celebrated in Gold Book assembly each week.
- Children who have been chosen by an adult because they have demonstrated positive behaviours will write their name in the Gold Book and will receive a certificate from a member of SLT.
- The children that have been chosen will have their photograph taken and will be celebrated in the fortnightly school newsletter.

Incentives and Rewards – Whole School

House Points

- All the children within the school are split equally, with proportional representation from each year group, into four house groups. All siblings will be placed in the same house of children working at the school.
- The children receive house points during the week for behaviour and any such work, which represents the expectations at William Morris.
- Each term the amount of House Points collated across the school will be counted. The house with the most number of points for the term will be announced in the final Gold Book assembly of the term and published on the school website.
- The award of the “House Trophy” is presented to the house achieving the most number of points in that term and this is displayed with the appropriately coloured ribbons. The winning house will also be rewarded by having a eg. “Home Clothes Day”.
- All staff are allocated a house for events such as sports days in which they will take an active part.

Consequences and Sanctions

If children’s behaviour does not meet the expectations set out in this policy the appropriate action will be taken by staff to support them to make positive behaviour choices. The actions that staff will take are set out in the Appendix 1 of this policy. In the first instance, staff will give clear and consistent expectations for behaviour. If this negative behaviour continues, the child will spend time in their year group partner classroom. This time will be used for the child to calm and reflect on their choices. The adult that takes the child to the other classroom will return to collect them and have a restorative conversation before returning to their own classroom. If negative behaviour continues, a child will miss part of their break or lunch time. This time should be used for adults to discuss the choices that the child has made and support them to make the correct choices in the future. Internal exclusion is a sanction used to remove a child from the classroom

in response to serious misbehaviour, or after a range of other strategies have not been successful in improving behaviour over time. If a child is internally excluded, they will spend time with a member of SLT and be away from their peers for half a day. If a child is internally excluded, their parents will be notified on that day by a member of SLT.

Suspension and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. If the Headteacher permanently excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA, the trust and governors about any permanent exclusion, and about any suspensions beyond five days in any one term. If a child that is looked after (LAC) by the Local Authority is suspended or permanently excluded from school the Headteacher will inform the Virtual School. If a child with an allocated social worker is suspended or permanently excluded from school their social worker will be informed. The governing body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.

Behaviour and pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). We understand that all behaviour is communication and this is especially true for children with SEND. When children with SEND display challenging behaviour, we will consider this in relation to a pupil's SEND, although we recognise that not every behaviour incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on behaviours will be made on a case-by-case basis.

When dealing with challenging behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will ensure legal duties are met when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely behavioural triggers and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These measures may include, but are not limited to:

- Visual reminders of expected behaviours
- Anticipation of possible triggers
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding individual's needs and conditions such as autism or ADHD

- Use of the nurture nest and sensory room, as well as personal calm down areas/tents, where pupils can regulate their emotions during a moment of sensory overload
- Short, planned movements breaks for a pupil with SEND who finds it difficult to sit still for long
- Implementation of a de-escalation plan

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- the needs of the child
- whether the child was able to understand the rule or instruction
- whether the child was able to act differently due to their SEND

As per the Equality Act 2010, children with SEND will not be discriminated against or excluded as a result of their protected characteristics. If a child with SEND is excluded, reasonable adjustments will be made where necessary to the exclusion process.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This would be in line with the school's graduated response to identifying SEND as outlined in the SEND policy.

Where necessary, support and advice will also be sought from Lighthouse, 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with Swindon local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Child-on-Child Abuse (including bullying, cyber bullying, sexual harassment/violence and the use of discriminatory language)

William Morris Primary School will not tolerate any forms of child-on-child abuse. All incidents will be taken seriously and will be acted upon immediately. The victim of any abuse will never be made to feel that they are creating a problem by reporting child-on-child abuse. All victims will be reassured that they will be supported and kept safe. We understand that the child who is perpetrating the abuse may also be at risk of harm. Where appropriate, we will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

Staff at William Morris will never ignore child-on-child abuse. If incidents do occur, the procedures set out in Appendix 1 of this policy will be followed to ensure that all children involved get the support that they need.

Further guidance is available in the school's Safeguarding Policy, Anti-Bullying Policy, E-Safety Policy and Equalities Policy which are available on request from the school and on the school's website.

Acceptable Touch

At our school, staff are able to physically guide, touch or prompt children in appropriate way at the appropriate times. It is extremely important that staff have read and understood this to appreciate the reasons why they may choose to hold/touch children and the appropriate ways in which they do so.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general times we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt children if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging

At William Morris, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the children's shoulders.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move children, this can become a restraint.

Lap-Sitting

At our school we discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug.

At times, children may be in crisis, distressed, or hold staff in a way which is not described above. If this should happen, staff should inform a senior member of staff to protect themselves. Staff may be asked to make a note of this, this will be in order to record and monitor the amount of times the child is doing the action to staff, to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that we believe that contingent touch can be a positive experience for the children that we care for, this does not mean that staff have to touch children, and it should be realised that some children will not want to be touched. Staff should respect this.

Staff have a 'Duty of Care' towards the children in their care, therefore, if a child is likely to be at risk from harm if staff do not physically intervene in an emergency situation, they must take action. The action staff take will be dependant on the dynamic risk assessment that they make at that moment in time.

Restraint

Restraint is the use of necessary, reasonable and proportionate force to ensure, by physical means alone, that a child does not injure themselves, a member of staff, another child or property.

- Restraint should rarely be used, and only after all other interventions have been exhausted, where possible only staff who have had up to date and recognised Team Teach training should restrain a

child. However, all staff have a duty of care to protect the children in their care and can restrain a child if the situation requires it.

- Restraint should only be used if the child or young person is putting themselves or others in danger and where failure to intervene would constitute neglect.
- If restraint is used, it must be recorded in the school's bound book and on CPOMs.
- After a restraint, staff should consider whether a De-escalation Plan (Appendix 2) needs to be developed with the support of parents to manage any ongoing behaviours.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher records those incidents where a child is sent to them for significant behaviour issues. These are recorded on CPOMs. The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. The Headteacher regularly updates governors with this data. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This document was last reviewed and updated on: ...1st Sept 23.....

The next scheduled review of this document is: ...1st Sept 24.....

Signed:.....J Fraser.....(Head teacher)

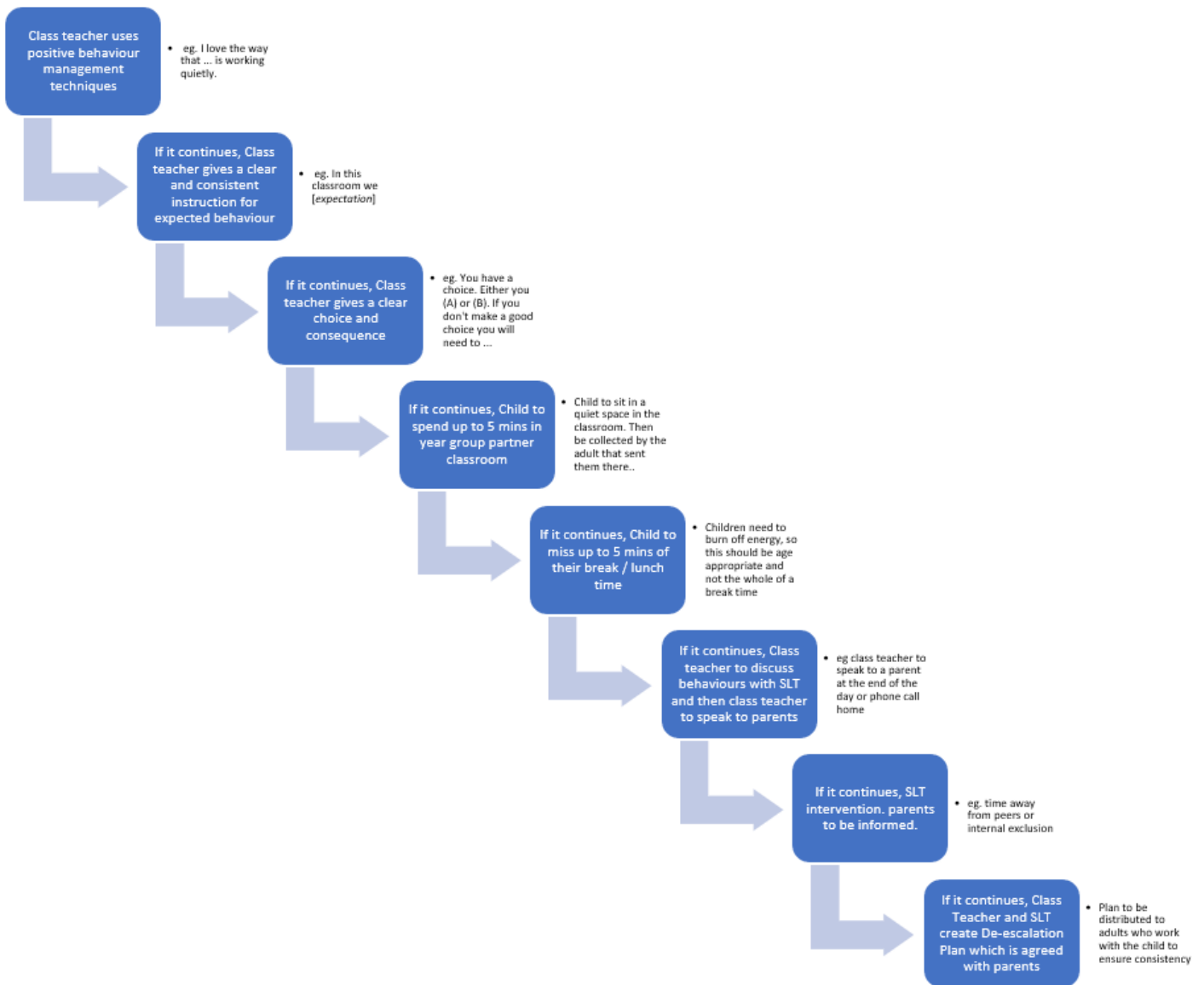
Date: Sept 2023

Signed:.....M Milne.....(Chair of Governors)

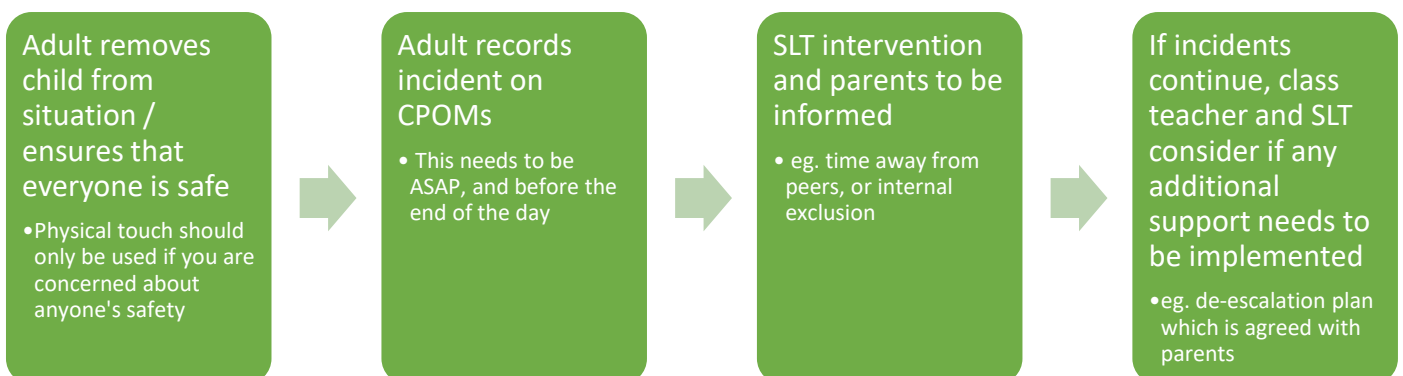
Date:

Appendix 1

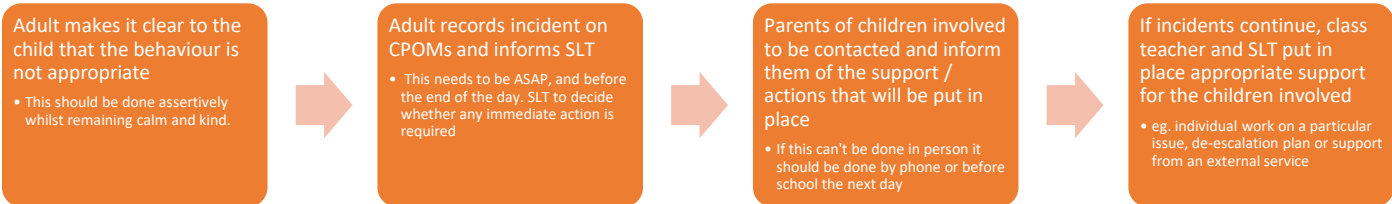
Managing Ongoing Low Level Disruptive Behaviour



Managing Individual Physical / Serious Incidents towards adults or peers:



Managing Child on Child Incidents (Racist, Bullying and Sexual)



Appendix 2

De-escalation Plan

Name:		DOB:		Year:	
About me:					
Anxieties/Triggers		Strategies to manage anxiety/behaviours		What does the anxiety/behaviour look like	
Strategies to manage escalating behaviour Use red triangle to ask for another adult		Strategies to manage crisis behaviours		Restrictive physical intervention – if a child/adult's safety is at immediate risk Please make sure parents are advised and bound book completed	
Ways to help child calm •		Time out for reflection with timer & discussion <u>Restorative questions</u>		Agreed consequences Please make sure parents are advised	
Child		Parent		Class Teacher	

Appendix 3

Physical Intervention

Where physical intervention is required to keep a pupil safe the school will respond in line with the [DfE guidance 'Use of reasonable force' July 2013](#).

As a school we may intervene to:-

- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of physical intervention are recorded in the school's bound book reported to parents/carers. Where a pupil has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced. Bound book to be found in Headteacher's office.

Following all incidents where physical intervention is required we routinely check the well-being of the pupil after the incident. This includes asking if they have been hurt.

If information suggests that a pupil has been hurt during an incident of physical intervention the Head teacher will be informed and contact will be made with the LADO.

Where pupils require regular handling and intervention a positive handling plan will be put in place. The pupil, together with the parents/carers will be involved in this process.