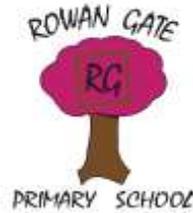


# ROWAN GATE PRIMARY SCHOOL



## BEHAVIOUR MANAGEMENT POLICY

### POLICY REVIEW

This policy has been reviewed in line with the following: (Reviewer please tick box)

- a) Ensuring the policy is up to date and meets mandatory requirements
- b) Ensuring the policy is fit for purpose and that practice adheres to the policy.



*Reviewed and Updated in July 2021 by Mrs Natalija Zemcugova and Miss Maxine Anthony-Hill*

***Policy will be reviewed again in July 2022.***

# ROWAN GATE PRIMARY SCHOOL



## BEHAVIOUR MANAGEMENT POLICY

*This policy reflects the consensus of opinion of the whole school and has the full agreement of the governing body.*

*This policy reflects the Behaviour Principles – Rationale and Purpose (see appendix)*

### 1. Policy aims:

- To provide a consistent whole school approach to behaviour management
- To promote a holistic understanding of the individual behavioural needs of our pupils

### 2. Philosophy

Rowan Gate Primary School aims to facilitate children's education by encouraging and fostering a positive attitude to learning. We promote the development of meaningful, trusting relationships for all children both with peers and adults. Our broad and balanced curriculum offers appropriately challenging and exciting learning opportunities for every child. We recognise the importance of communication for all pupils and endeavour to provide each child with a voice. We will promote a climate which enables all staff and pupils to feel secure and valued. Our approach to behaviour management focuses primarily on de-escalation strategies and techniques.

### 3. Aims

**All children at Rowan Gate Primary School are encouraged to:**

- Strive for excellence in their learning
- Be respectful of others, both children and staff
- Work and / or play co-operatively with others
- Behave sensibly and safely in all areas of school and community

- Take care of the school environment and equipment
- Develop an awareness and understanding of The Five Keys

**All staff at Rowan Gate Primary School are expected to:**

- Act as positive role models
- Work consistently as a team
- Show dignity and respect regardless of race, religion, culture or ability
- Value and respect all children by recognising and celebrating all achievements
- Work collaboratively with parents
- Endeavour to ensure that all children in school are safe, free from bullying or abuse of any kind

**4. Principles (also see appendix)**

- Everyone has a right to feel safe, nurtured and respected at Rowan Gate School
- Everyone has a right to be listened to and feel their voice is valued and heard
- At Rowan Gate we believe that behaviour is communication and we will have the curiosity to look beyond the behaviour to find and support the need
- All approaches towards behaviour management will be holistic and must maintain dignity and well-being
- We are a trauma informed school and, as such, will adopt specific approaches to behaviour that value connection before correction (e.g. Playfulness, Acceptance, Curiosity, Empathy – PACE, Dyadic Developmental Psychotherapy - DDP)
- Staff will strive to support pupils using a range of dynamic strategies embedded in an understanding of our Five Keys (Curiosity and Wonder, Working Together, Personal Success, Decisions and Choices, Courage to be Creative)

**5. Whole School and Legal Guidelines**

**School policy statements and guidance documents relating to behaviour are:**

- School Mission Statement
- School aims in relation to the whole curriculum

- The Home / School Agreement (see appendix)
- Five Keys whole school document
- School Code of Conduct

**Documents to support the implementation of this policy are kept in the Pupil Incident Files in the central offices and on SharePoint in the Behaviour folder. These are:**

- Behaviour Tracker
- Audit of Need
- Roots and Fruits Analysis
- Positive Behaviour Profile
- Restrictive Physical Intervention Numbered Form (school offices only)

Those staff who need to use Restrictive Physical Intervention when dealing with a pupil, should bear in mind the pupil's sensitivities and sensibilities, their likely perceptions of situations, their emotional state and their levels of understanding. Different approaches may be necessary depending on pupil's age, gender, level of physical development, lived experiences and the characteristics of their special educational needs.

**The school takes responsibility to draw all staffs' attention to:**

- Rowan Gate's own staff Code of Conduct
- Norfolk Steps philosophy and strategies
- Current DfE guidelines on the Use of Reasonable Force:

**Schools can use reasonable force to:**

*-Remove disruptive children 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*

*-Restrain a pupil at risk of harming themselves through physical outbursts*

**Schools cannot:**

*-Use force as a punishment – it is always unlawful to use force as a punishment.*

The best legal defence would be to show that if any actions taken were in the client's: **BEST INTEREST and that they were REASONABLE, NECESSARY AND PROPORTIONATE.**

## **6. Practices and Procedures**

We should ensure that we create an environment conducive to positive learning, teaching and play experiences throughout the school.

It is understood that positive behaviours are promoted and challenging behaviours can be avoided by ensuring the following:

- An appropriate match between activity and ability
- That all staff interact with pupils in a consistent manner and communicate clearly and calmly – using agreed scripts, utilising their knowledge of the Norfolk Steps Response Continuum.
- That pupils are supervised at all times
- That all relevant staff have a clear understanding of what constitutes acceptable / non-acceptable behaviour for individual children (with reference to individual pupils Positive Behaviour Profile)
- That rules and routines are made clear to all and are applied and followed consistently, including the use of visual and physical structure
- That, where appropriate, class reward systems are in place and used consistently
- Students and volunteers are briefed on pupil behaviour and profiles
- That all requirements for positive handling are only carried out using Norfolk Steps methods

Information sharing is viewed as an important aspect of managing behaviour throughout the school. If any approach is to be successful, its meaning is to be made clear to all concerned within and at times outside of the school. It needs to be acknowledged that managing behaviour can at times be stressful and that sharing information can assist in relieving the burden.

To facilitate a whole school approach to behaviour management:

- The Behaviour Management policy is to be made available to ALL STAFF within the school and to appropriate professional colleagues
- The policy is to be shared during the induction for new members of staff
- Whole school approaches to behaviour management can be discussed within the forum of staff meetings and training

## **7. Positive Behaviour Profile**

In a small number of cases pupils may display behaviours for which physical intervention is necessary in order to keep the child and / or other children / staff safe. This behaviour could then be described as “challenging” and require an individualised approach to ensure effective management. A Positive Behaviour Profile will, in such cases be created.

A Positive Behaviour Profile is a documented systematic approach towards:

- Assessing causes and reducing challenging behaviour
- Planning, implementing and evaluating interventions

### **The following are essential features of a Positive Behaviour Profile and will:**

- Be the responsibility of the class teacher, who creates it in collaboration with support staff and Norfolk Steps Tutors, using supporting documents i.e. Audit of Need, Behaviour Trackers, Roots and Fruits Analysis, to inform the profile. Advice from outside agencies, such as Educational Psychologists and O.T., may be necessary
- Be shared with all relevant staff, and a hard-copy kept in the Class Welcome Book
- Work systematically towards promoting greater self-control utilising positive teaching methods
- Be clear in terms of the behaviour(s) it aims to reduce and emphasise skills to be learned that will decrease the likelihood of the undesirable behaviour occurring
- Determine aspects of the environment that need to be altered to decrease the likelihood of the behaviour(s) occurring
- Have a review date – usually half-termly

- Be shared with the child's parents / carers. A letter is sent home with the Positive Behaviour Profile for the parent / carer to agree and sign. They are invited to contact school with any queries / concerns.

A hard-copy of the Behaviour Profile for individual children, with parental permission, must be filed in the Pupil Incident File (central offices).

## **8. Reporting and Recording Incidents**

All behaviour related incidents must be recorded on CPOMS as a 'Behaviour Related Log' and submitted to the Behaviour Support Team.

If injuries occur to a child as a result of a behaviour related incident, these must be detailed in the entry and submitted to the Accident Team in addition to the Behaviour Support Team.

If injuries occur to an adult as a result of a behaviour related incident, these must be recorded using the online 'LGSS' form.

Loss of or damage to property must be recorded.

It is important to recognise that incident reports may be used in disciplinary or legal actions or be the subject of subsequent inquiry or public interest. Entries must be accurate, factual and impartial.

## **9. Restrictive Physical Intervention (RPI) Forms**

All incidents requiring Restrictive Physical Intervention techniques must be recorded on a numbered RPI form and must be scanned and uploaded onto CPOMS. These forms are obtained from the central offices' administration staff.

- The form requests details of the date, incident start and finish times, the people involved, the background of the incident, the incident itself, the type of de-escalation and RPI techniques used and the outcome
- Accidents / injuries to the child or others should be recorded on CPOMS / LGSS online form and the post incident support offered or provided as well
- Parents must be informed about incidents involving the use of restrictive physical intervention (RPI)
- The RPI forms should be signed off by a Norfolk Steps Tutor and a member of S.L.T.
- The signed paper copy must be filed in the Pupil Incident Folder kept in each site's central office under 'Restrictive Physical Intervention' completed forms

## 10. Restrictive Physical Intervention (RPI)

The aim of RPI is to bring temporary, assisted control to a child who has lost internal control and is engaged in behaviour that is dangerous or damaging to self or others or their surroundings. RPI may be necessary and can form part of a Positive Behaviour Profile in order to provide safety in situations where de-escalation methods alone have been unable to resolve a situation or in which unexpected, dangerous or damaging acts are occurring.

Restrictive Physical Intervention:

- Must be carried out in a sympathetic, caring and safe manner that preserves the dignity of the pupil
- Whenever possible there should be another adult present when being used
- Must be REASONABLE, NECESSARY AND PROPORTIONATE

## 11. Training

The behaviour programme for all staff at Rowan Gate Primary School is Norfolk Steps. The focus is on de-escalation techniques to encourage positive behaviour and to support a child approaching or in crisis.

All staff receive 6 hours of Norfolk Steps, Step On training. Refresher training is every 2 years. Staff who have successfully completed Step On, are eligible to complete Step Up training. Step Up training includes planned restrictive physical intervention. Tutors may prioritise staff working with children where there is the most need. Training is delivered by four qualified Norfolk Steps Tutors who are: -

Aldam Mills (Rowan Gate – Rushden)

Allison Walker Bray (Rowan Gate – Wellingborough)

Maxine Anthony-Hill (Rowan Gate – Rushden)

Natalija Zemcugova (Rowan Gate – Wellingborough)

## 12. Exclusion from School

“The decision to exclude a pupil must be lawful, reasonable and fair”. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil’s behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil’s educational needs is required.”

**Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion (DfE, September 2017).**

**13. Bullying (refer also to Anti-Bullying and E Safety Policies)**

We believe that all pupils should learn and work in a supportive, caring and safe environment without fear of being bullied. Bullying is defined as persistent and deliberate hurtful behaviour which involves systematic abuse of power. Bullying is unacceptable and will not be tolerated at Rowan Gate Primary School. It is the responsibility of every member of the school community to address and/or report all incidents of bullying.

**14. Worrying/Unusual Behaviour: Child Protection (refer to Safeguarding and Child Protection Policy)**

Staff must immediately report any worrying or unusual behaviour to a DSL via CPOMS

**15. Involving Parents and Carers**

We value and recognise the knowledge, views and first-hand experience parents/carers have regarding their child. We believe that it is essential to:

- Work in partnership with parents / carers to support their child's behaviour, learning and development
- Define how we contact / involve parents / carers
- Establish a Home School Agreement
- Agree with parents, their child's Behaviour Profile and the rationale behind it
- Discuss pupil progress and plan for the forthcoming year - admission meetings and Annual Review meetings also provide an opportunity to do this

**16. General Staff Procedures on Managing Behaviour**

Where there are disagreements, regarding the management of individual pupils between staff, the following guidelines need to be considered:

- First, if possible, try to discuss and resolve the matter openly, not in front of pupils, with the colleague(s) involved. The pupils' Positive Behaviour Profile should act as a point of reference.
- Second, follow the Line Management procedure. Your Line Manager may:

- be able to give advice
- seek the advice of the Educational Psychologist or other professionals
- act as a mediator
- be able to convene a management meeting for particular pupils, involving parents and other concerned parties

If any incidents of behaviour management contravening the school policy are observed, or give cause for concern, they should be brought to the attention of the Head teacher or a member of the SLT.

**Review** - This policy was reviewed in July 2021 and will be reviewed annually.

# ROWAN GATE PRIMARY SCHOOL



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[www.rowangateprimary.co.uk](http://www.rowangateprimary.co.uk)

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Finedon Road, Wellingborough,  
Northamptonshire, NN8 4NS  
Tel: 01933 304970

**RUSHDEN**  
Hayway, Rushden,  
Northamptonshire, NN10 6AG  
Tel: 01933 351200

## Home School Agreement

### **In our school we:**

1. Ensure your child's safety and happiness
2. Communicate relevant information depending upon your child's needs
3. Provide the highest standard of education and encourage children to do their best at all times and reach their full potential
4. Encourage children to take care of themselves and others around them
5. Encourage children to take care of property and their surroundings
6. Be open and welcoming. Offering opportunities for you to become involved in the daily life of the school

Signed: .....

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Name of Child:.....

### **Our family will:**

1. Support the school in encouraging our child to do his/her best and respect others and property
2. Support our child by attending open evenings, Good Work Assemblies, 'Come and See' events and Annual Review meetings
3. Communicate relevant information depending upon our child's needs
4. Communicate to the school any specific problems our child may have
5. Inform the school on the first day of our child's absence and everyday thereafter

Signed:.....

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