



**Milton Keynes Education Trust**

# **Kents Hill School & Nursery**

## **Behaviour Policy**

September 2022

Next Review:  
September  
2023

## **1. Values**

- To support everyone's learning journey, encouraging excellence, with determination and courage, in a safe and friendly environment.
- To provide an exciting and stimulating environment in which everyone will gain confidence, independence and a sense of responsibility.
- To deliver opportunities for everyone to acquire and apply knowledge and skills, preparing them for the future challenges of our ever-changing world.
- To build an outstanding community based on kindness, honesty and respect for ourselves and each other.

## **2. Aims**

Through this policy we aim to promote:

- A happy, welcoming and caring ethos; building positive partnerships to enhance everyone's capacity to learn.
- An inclusive curriculum that is creative, innovative and challenging; inspiring children to explore, learn and grow.
- High quality teaching which ensures high standards of achievement; enabling all children to achieve their best.
- Opportunities to develop skills, knowledge and an understanding of the world, needed throughout our everyday lives.
- A safe and secure environment; fostering a sense of family and community
- A diverse school community; developing independent learners with a strong sense of pride in everything they do.
- Adopt the Principles of Restorative Practice; placing positive relationships at the heart of everything we do.

## **3. Roles and Responsibilities**

The behaviour of the adults in our school influences the behaviour of the children. It is therefore vital that we all understand our role in this important policy.

### **3.1 The Governing Body:**

is encouraged to take an active interest in promoting, monitoring and reviewing the school policy. Governors are actively encouraged to visit the school regularly to observe and support the management of behaviour in school, acknowledging the success of the children.

### **3.2 The Headteacher:**

has the responsibility to manage personnel, the budget, training needs and the school building in such a way as to promote a positive, encouraging, caring and motivating environment.

### **3.3 The teachers:**

are the main instigators of good behaviour in the classroom and around the school. They are responsible for promoting good behaviour by praise and rewards and are expected to deal with unacceptable behaviour quickly and calmly, avoiding reinforcing attention-seeking and aggressive behaviour. A raised voice should only be used in extreme circumstances, and usually when a child's safety is immediately at risk. They should plan and organise stimulating lessons that match the needs of all children and deliver these using clear instructions. Communication with parents is essential to building positive relations and to support children in their self-management of behaviour. Teachers will share exemplary, as well as concerning behaviour with parents.

### **3.4 The support staff:**

are expected to encourage good behaviour throughout the school and to support teachers in the implementation of the policy. Support staff will have the same calm voices with children and will communicate with parents where possible.

### **3.5 The parents:**

are encouraged to expect good behaviour from their children and are asked to sign a home-school agreement once they have discussed it with their child. They will be made aware of the policy on their child's admission and what their role is in its successful implementation. Parents are requested to support the school's policy in relation to their child.

### **3.6 The children:**

are expected to follow the Schools expectations at all times and be prepared to accept the consequences for not doing so, to act in an orderly considerate, respectful and polite way at all times, to take part in activities to the best of their ability and be invited to comment upon aspects of behaviour through the school council.

All those implementing this policy should treat pupils fairly and with respect. The children are the responsibility of us all – **to ignore unacceptable behaviour is to condone it.**

## **4. Promoting Positive Behaviour**

4.1 The consistent example, and high expectations, set by all parents and staff is key to outstanding pupil behaviour. Therefore, whilst the following expectations apply directly to children, it is clear that as adults we should be setting the example for them to follow. We expect all adults in school to reinforce these expectations by drawing attention to them – ideally rewarding children for achieving them.

### **4.2 Kents Hill Rules:**

At Kents Hill School, we have a set of School Rules which determine appropriate behaviour within the classroom, school building and playground which also covers lunchtime. These rules are reviewed regularly in class and assemblies, particularly at the beginning of each academic year, and are displayed in each classroom.

Our Whole School Rules (Reception to Year 2) are:

- We use kind hands, kind feet and kind words.
- We always try to do our best at learning and play.
- We look after our school and everything in it.
- We speak and listen at the right times and stop to listen when we are asked
- We always walk in school.

Nursery Golden Rules are: Kind hands, Kind feet, Kind words.

### **4.3 Classroom Management**

At the beginning of the academic year, each class will determine and agree their own set of class rules, appropriate to their needs, which everyone in the class will sign up to. Non-negotiable rights are the basis of a classroom agreement: the right to be treated with respect; the right to be safe; the right to learn; the right to be listened to; and the right to be an individual. Once agreed, the class rules will be displayed clearly, referred to often and reviewed regularly.

### **4.4 Movement around the school**

Children are expected to:

- Walk quietly
- Not disturb other children or adults
- Leave cloakroom areas tidy
- Wait for adults to go through doorways, or to say “excuse me” and “thank you”
- Enter and leave the hall (for assembly) quietly

#### **4.5 Playground**

Children are expected to:

- Remain outside unless they have a specific reason/task from a member of staff (*and, therefore, are being supervised by that person*)
- Play games which avoid play fighting, lifting and carrying
- Walk back into school at the end of playtimes when asked to by the adults in charge See also 7.9 Playground Procedure

#### **4.6 Lunchtime – Eating in the hall**

Children are expected to:

- Quietly enter the hall
- Sit down when eating
- Talk only to people on their table using a quiet voice
- Put up their hands if they require help from an adult
- Check with adult before leaving dining area

### **5. Restorative Principles**

5.1 Restorative Principles in Practice at Kents Hill School aims to provide a variety of planned opportunities, which may include check-in and check-out circles and other discussion opportunities, which develop attitudes and skills of children:

- As individuals,
- As members of a community within school, □ As members of the wider community.

It helps pupils understand and be able to apply the core values that underpin our whole school aims. At times it will be necessary to highlight areas of concern relating to relationships or behaviour issues within school in a circle. Circles may be used as a democratic setting for sharing problems and finding a solution or for the teaching of core skills and abilities from the values and PSHE (incl. SEAL) curriculum. Our PSHE and Well-being curriculum (Jigsaw) will enable us to cover many of these issues.

### **6. Rewards**

6.1 We believe that learners should try hard, not because they are told to, but because they want to improve. However, we recognise that rewards have a motivational role. They can help children to see and understand what good behaviour looks like and understand that it is valued. We focus on rewards to reinforce good behaviour, rather than sanctions to emphasise failures. Rewards are earned by maintaining high standards and also through noteworthy achievements.

6.2 A range of rewards, including formal and informal incentives, is used to recognise and celebrate achievement and good behaviour in order to raise self-esteem. These are explicit to the children through our Learning and Behaviour Levels which are displayed in every classroom and throughout the school. The range of rewards include:

6.2.1 Informal Rewards are used to give children immediate praise and may include:

- Verbal praise. This should always identify the particular behaviour or reason for giving it, e.g. 'I'm really pleased that you have shared the Lego with John.' 'I like the way that you .....'
- 'Thank you for .....'
- Stickers.
- Stamps in children's books with a written reason for the success.
- Showing learning to other staff members, including the Headteacher.
- Talking to parents about achievements.
- A smile or thumbs up.
- Collecting marbles in a jar as a class.
- Table points.
- Special effort certificates

6.3.1 Formal Rewards include:

- Whole class reward time
- Star of the week
- AB points
- Cupcakes and milkshake with the Headteacher

#### **6.4 Reward Time**

The class will agree beforehand what their reward will be. It may include sports, cinema, games, or an extra playtime. The class must earn their Reward Time. Reception need to earn 5 tokens and KS1 earn 15. When they reach 20 minutes they can choose to cash in their reward, or save it and build up a longer session. The class can only cash in or save their Reward Time in blocks of 20 minutes. (The amount of time may differ for different year groups across the school.)

At the start of every Reward Time session adults will remind children that they have earned this time for showing Brilliant Behaviour as a class team.

#### **6.5 Wow Points**

- Each child in the school will have their own \*Above and Beyond\* card on which they accumulate AB points, in the form of small stickers, stamps or the initials of a member of a staff.
- AB points are awarded for good behaviour, politeness, caring for others, good learning, extra effort, perseverance etc. They should be awarded for when a child goes 'above and beyond' the expected level of behaviour.
- Children work towards three distinct targets: 20 AB points earns a Bronze Award, 40 AB points earns a Silver Award, and 60 AB points earns a Gold Award.
- Children should aim to earn a new award every term.

### **7. Managing Behaviour/Sanctions**

7.1 At Kents Hill School, we aim to teach children that their behaviour is their choice. Children need to know and understand that consequences follow inappropriate and irresponsible behaviour. They need to be taught that they are responsible for their own actions and therefore have to accept the consequences of their actions and apologise and make amends for any misbehaviour (or 'fix' the

situation). Children are required to make amends appropriately for example; drop litter – pick it up; run in school – go back and walk.

7.2 Most instances of poor behaviour are usually minor and can be dealt with through minor sanctions. These may include non-verbal communications (“the look”) or words to remind children of the rules, e.g. “John, you are choosing to talk when it’s not your turn. Choose to listen or choose to have a time out.” It is important that the sanction is not out of proportion to the offence.

7.3 The school avoids punishing a whole group of children for the actions of a single child. This does rely on the single child taking responsibility and owning up to their actions.

7.4 It is essential that parents are informed as soon as it is felt there are regular issues that are affecting the child’s learning, their own safety or the safety of other children. Parents should be included in the planning of next steps.

7.5 Parents may be invited into school (or receive a telephone call) to discuss the issue. This will be recorded in order that each party understands what has happened clearly, and have an agreed and documented plan to resolve the matter, both at home and at school.

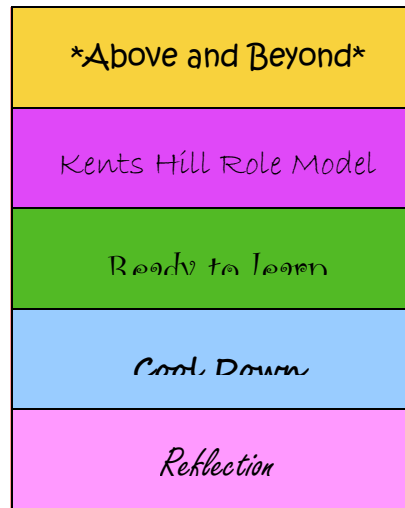
7.6 When behaviour does not meet our high standards, we have a clear structure for managing unacceptable behaviour (see 7.7). This is linked directly to the flowchart in 7.2. At every stage the impact of behaviour on others must be considered.

### **7.7 Attitude for Learning Levels**

As a school, we believe that it is crucial that children understand what behaviour is expected, and what going beyond the expected looks like. We also believe that children should understand the consequences of choosing not to meet these expectations. The expectations are displayed around school and are referred to by all staff.

7.7.1 These levels are aimed to provide consistency and clarity (for staff, children and parents). However, we recognise that identified children (with specific needs) may be working towards individualised behaviour targets and these must be taken into account. The overall aim of the targets (and additional support) is to enable every child to meet our high expectations.

7.7.2 All children’s names are on the middle section of the chart at the start of the day; indicating expected behaviour and being ready to learn. If a child behaves inappropriately they are warned about their behaviour, and the teacher will use the phrase ‘This is a polite reminder’. If the behaviour continues after this has been given, then the child’s name is moved to Cool Down and the appropriate sanction is given (see chart below). For any further inappropriate behaviour the child’s name is moved to Reflection. The appropriate sanction is then issued.



This will be known as the **Ladder to Success** (vertical for KS1) and the **Road to Success** (horizontal for Reception).

1. All children's names begin in middle on 'Ready to Learn'
2. On **first** inappropriate behaviour a 'Polite Reminder' is given which will encourage child to return to learning
3. If behaviour does not improve or intensifies, disturbing others, then this will be a **second** occasion, then the child's name will be moved downwards onto 'Cool Down'. Adult will then talk to the child directly and discuss the way in which the child will hopefully restore their learning attitude.
4. If this continues, then it will be a **third** occurrence and this comes with greater consequences. The child's name will be moved to 'Reflection', and with a timer, go to another teacher's area and reflect on their behaviour and why it is not acceptable or appropriate.
5. The child's name will not stay on the Reflection overnight, and can move back to 'Ready to Learn' if appropriate changes have been made.
6. If this was to happen again in one day, then the child will be taken to Headteacher and spend some time reflecting again before returning to class.
7. If there are two days in a week where the child has visited the Headteacher, parents will be invited to discuss this behaviour with Phase Leader.
8. In extreme circumstances, the discussion may be with the Headteacher also.
  - a. If a child who is on 'Ready to Learn' either shows super behaviour, fantastic attitude for learning, is kind to others or produces an amazing piece of work, they can become a 'Kents Hill Role Model' and their name will be moved upwards.
  - b. From then on, if they behave in a manner or produce learning that is above expectations, then they have performed/behaved 'above and beyond' anything that might have been expected. This includes using initiative, creating independent learning, supporting or helping peers or recommendations from other staff.
  - c. The children that move onto Above and Beyond will receive an AB point which will be collected on individual cards. This information will be transferred to Bronze, Silver or Gold certificates presented in Friday assembly.
  - d. In a situation where the child has been AB in learning time makes poor choices in playtime or lunchtime, then they will be removed from that level to 'Cool Down'. If that behaviour has improved by the end of the break time, then they will be placed on 'Ready to Learn' for the next session.

In addition to AB points and Pupil of the week, we will be promoting Kindness as part of our Jigsaw

PSHE curriculum and one child per class, per week will receive a Being Kind certificate in Friday assembly. Decision to include input from any staff who may have seen this type of behaviour. Behaviour Levels show examples of behaviour and also what children will receive for choosing to show that behaviour.

<p>We can show</p> <p><b>ABOVE AND BEYOND</b></p> <p>learning behaviour...</p>	<p>...by...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> consistently showing expected behaviour</li> <li><input type="checkbox"/> being a good role model</li> <li><input type="checkbox"/> doing our very best</li> <li><input type="checkbox"/> being absorbed with our learning</li> </ul>	<p>...we may get...</p> <ul style="list-style-type: none"> <li>• to have cupcakes and milkshake with the Headteacher</li> <li>• our name on the AB wall</li> <li>• an AB point</li> <li>• a “well done” from an adult</li> <li>• our learning shared with the Headteacher</li> </ul>
<p>We can show we are</p> <p><b>READY TO LEARN</b></p>	<p>...by...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listening carefully</li> <li><input type="checkbox"/> being polite</li> <li><input type="checkbox"/> trying hard</li> <li><input type="checkbox"/> telling the truth</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<p>...we may get...</p> <ul style="list-style-type: none"> <li>• a sticker</li> <li>• a “well done” from an adult</li> <li>• a smile or a thumbs up</li> <li>• the feeling of being successful</li> </ul>
<p><b>Polite Reminder</b></p> <p>If we <b>choose</b> to do something “silly”...</p>	<p>...like...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> not listening</li> <li><input type="checkbox"/> calling out</li> <li><input type="checkbox"/> talking when someone else is talking pushing in the line</li> <li><input type="checkbox"/> making silly voices</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<p>...we can expect...</p> <ul style="list-style-type: none"> <li>• to be spoken to by an adult</li> <li>• to be reminded of the rules</li> <li>• to miss out on praise</li> <li>• not to be chosen for a special job</li> </ul>
<p><b>COOL DOWN</b></p> <p>If we <b>choose</b> to keep doing the same thing or do something a bit more serious...</p>	<p>...like...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> not learning playing</li> <li><input type="checkbox"/> rough answering back</li> <li><input type="checkbox"/> using inappropriate words</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<p>...we can expect...</p> <ul style="list-style-type: none"> <li>• to apologise</li> <li>• to have a chat with our teacher</li> <li>• to walk around with an adult if outside learning on the playground</li> </ul>
<p><b>REFLECTING</b></p> <p>If we <b>choose</b> to keep doing the same thing or do something really serious...</p>	<p>...like...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> hurting someone on purpose</li> <li><input type="checkbox"/> throwing something</li> <li><input type="checkbox"/> being rude</li> <li><input type="checkbox"/> breaking something on purpose</li> <li><input type="checkbox"/> not following instructions</li> </ul>	<p>...we can expect...</p> <ul style="list-style-type: none"> <li>• to be moved to a different area with a timer</li> <li>• to miss some of our playtime</li> <li>• our parents to be told by our teacher</li> </ul>
<p><b>2<sup>nd</sup> TIME IN A WEEK</b></p> <p>If we <b>choose</b> to keep doing the same thing or do something even worse...</p>	<p>...we can expect...</p> <ul style="list-style-type: none"> <li>• to miss out on praise and motivational rewards</li> <li>• to miss out on playtime and lunchtime</li> <li>• our parents to be spoken to by the Phase Leader (or in some cases Headteacher)</li> </ul>	
<p><b>Recurrent behaviour issues</b></p>	<ul style="list-style-type: none"> <li>• Meeting between Parents and Headteacher to discuss issue and steps to be taken to support child and/or family, to improve situation</li> <li>• Meeting to be recorded to show all parties’ input and next steps</li> </ul>	

### 7.8 Fighting and fighting back



Fighting back is not sanctioned at Kents Hill School. Children are encouraged to seek immediate help from an adult in school. Fighting, including play-fighting, is also not acceptable; this is made clear to children. Any child caught fighting will be sent to the Headteacher for time out (or the Phase Leaders if the Headteacher is unavailable) with a full explanation of what has happened from the adult who has brought the child. This behaviour will be written in Key Stage Behaviour book, one for KS1 and one for Reception, in order to have written and dated evidence (if required) should there be patterns emerging. The Headteacher will decide on the consequence, inform the class teacher and then will contact the parents if required.

## **7.9 Playground Procedure**

In the playground a wider range of behaviour becomes acceptable as the children need to run, shout and generally let off steam in a way which may not be appropriate in a classroom situation. However, children are encouraged to continue to show self-discipline, be courteous, and have consideration for the personal safety and feelings of others. It is the responsibility of the staff on playground duty to supervise the children in the playground and to monitor behaviour. Any problems are dealt with as they occur and the child's teacher is informed of any particular behaviour that is causing concern.

During the lunch break the staff on duty take responsibility for the children with the Headteacher, Phase Leader or other member of team on call.

Children are allowed access to toilet facilities at break times but they are encouraged to use these before going outside. As a general rule, children are expected to be outside during playtimes and lunch breaks. They are discouraged from coming in and out of the school during these times and at most should only be in the toilet area or en route to the Medical Room.

If children are becoming too boisterous **outside on the playground** (but not in learning) and a sanction is required a consequence system to complement the one followed in the classroom. A 'Polite Reminder' may be given and the child is given an opportunity to discuss what was wrong with their behaviour, what they need to do to prevent a recurrence and what the consequence will be for persistent offence. The consequences are as follows:

- **First incident** - Sit on the playground wall for a specified time to observe appropriate playing.
- **Second incident** - Hold an adult's hand or walk alongside an adult for a specified time. Adult should let the child know that, if the inappropriate behaviour continues, their teacher will be informed
- **Third incident** - Send for class teacher's assistance (break time) or SLT member (lunch time) who will speak to the child, reminding them of the appropriate behaviour. The staff member on duty will decide whether it is appropriate and safe for the child to return to the playground on that occasion. The class teacher should be informed during lunchtime. It will then be the class teacher's responsibility to decide on the appropriate consequence. If it has escalated to the third time and their name is on AB in the classroom, it will be moved onto Ready to learn for the restart of the session. This behaviour will be recorded in the Behaviour Book.

\*\*Adults on duty need to be aware that some children may need the opportunity to calm down for a short period, before they are ready to calmly explain what has happened.

Parents of children who persistently disrupt break and lunchtimes are contacted to inform them and seek their support; also to alert them of the possibility of their child being sent home for lunch for a period of time unless their child's behaviour improves.

## **8. Procedures for dealing with behaviour of a serious nature**

8.1 Staff must be aware that behaviour of a serious nature may be reactionary to the circumstances. The consequence given must take this into account.

8.2 In cases of extreme violence, immediate withdrawal will occur – this is where the child is putting himself/herself in danger, compromising the safety of other children and/or the staff working with them or using inappropriate language. The procedure should be as follows:

- Withdrawal from class for the rest of the day - this may be to a time-out table suitably situated in a supervised area away from peers. Learning tasks can be carried out here. The class teacher will need to provide suitable work.
- Telephone call or letter to parents asking for a meeting with the class teacher. For children who persistently misbehave a further meeting will be held between the parents, class teacher, Headteacher and SENCO.
- The purpose of the meeting is to:
  1. Outline the behaviour which is being exhibited
  2. Record the frequency of the behaviour (x times per week)
  3. Outline the strategies that will be implemented to support the child
  4. Devise the success criteria
  5. Set a target date (6 weeks later)
  6. Agree any external advice
- Children who persistently misbehave will be considered for special educational needs support once the primary cause of their misbehaviour has been identified. They *may* then require an **Additional Needs Plan** with specific targets to address their needs. The Inclusion policy will outline in detail the procedure to follow in such cases to ensure consistency.
- If another child or member of staff is injured as a result of severe behaviour or extreme violence is recurring, then fixed term exclusion procedures are implemented in line with DfE guidance. Only the Headteacher is able to make this decision. The governing body is informed of any exclusion.

## 9. Formal fixed-term and permanent exclusions

9.1 If a child seriously breaches the school's behaviour policy and they could seriously harm the education or welfare of themselves or others, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, learning will be set for the child to complete at home.

9.2 Following fixed-term exclusion the child and parents meet the Headteacher to discuss the child's Re-integration to school. If appropriate, an individual behaviour plan will be drawn up for the child. It may be necessary to create a Risk assessment regarding the child's behaviour, to minimize potential risk to the child, other pupils and staff. This will be communicated to all staff.

9.3 For cases of continued serious, unacceptable behaviour, or a significant incident, consideration will be given to starting the process of permanent exclusion from the school.

9.4 The head teacher must without delay notify the governing body and the local authority of a permanent exclusion.

## 10. Use of Reasonable Force Guidance

10.1 This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power.

10.2 This advice replaces “The use of force to control and restrain pupils – Guidance for schools in England”.

### **10.3 What legislation does this guidance relate to?**

Education Act 1996 and Education and Inspections Act 2006.

Use of reasonable force; Advice for Headteachers, staff and Governing Bodies 2013

### **10.4 Who is this advice for?**

This advice is aimed at governing bodies, head teachers and school staff in all schools. “All schools” include Academies, Free Schools, independent schools and all types of maintained schools.

### **10.5 Key points:**

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### **10.6 What is reasonable force?**

- 1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) ‘Reasonable in the circumstances’ means using no more force than is *needed*.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **10.7 Who can use reasonable force?**

- 1) **All** members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **10.8 When can reasonable force be used?**

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **10.9 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; and
- 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.

10.10 At Kents Hill School, several members of staff are trained in Team-Teach, which has the aim ‘through risk and restraint reduction, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships’.

10.11 “Team-Teach techniques seek to avoid injury to the service user, 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 service user remains safe”. (George Matthews - Director)

### **11. Record keeping**

There is provision within the school's ongoing system of record keeping to record comments about the children's general behaviour. However, if a child's behaviour needs monitoring or is causing concern, more detailed notes must be kept by the class teacher on the Pupil Behaviour form. These are essential if, at a later date, outside agencies become involved. Notes made about specific incidents or meetings with parents are also kept.

The Headteacher records incidents of a more serious nature in the Incident Book.

### **12. Monitoring and review of school's behaviour policy**

The Headteacher, Deputy and Governors monitor the effectiveness of the school's behaviour policy in consultation with the staff and the children. New staff and supply teachers are informed about current policy. The general behaviour of the children is discussed on an ongoing basis during team and staff meetings as the need arises. The whole school behaviour policy is reviewed regularly and will be part of a whole school review.

Jane Mackie

Headteacher

September 2021