

Medstead C of E (Controlled) Primary School  
Roedowns Road • Medstead  
Alton • Hampshire • GU34 5LG

Telephone: (01420) 562824  
Fax: (01420) 562451

[adminoffice@medstead.hants.sch.uk](mailto:adminoffice@medstead.hants.sch.uk)

[www.medstead.hants.sch.uk](http://www.medstead.hants.sch.uk)



Headteacher: Mr Ian Waine

April 2010

## BEHAVIOUR POLICY

Medstead School has a positive behaviour management system which aims to be clear, consistent and manageable. There is a whole school structure to managing behaviour which is shared with all children, staff and parents.

At Medstead School we believe that there should be:-

- \* A happy and secure environment
- \* Clear and consistent expectations of behaviour
- \* A development of self-esteem throughout the whole school community
- \* Care, respect and courtesy shown towards people, property and the environment
- \* Respect shown for other people's feelings, values and beliefs
- \* Good relationships between children and adults
- \* Equal opportunities for all (ref: Equal Opportunities Policy)

We believe that this is best achieved by:

- \* Building positive classroom relationships.
- \* Having regard for safety.
- \* Praising and encouraging positive actions.
- \* Taking responsibility for ones own actions.
- \* Listening to others.
- \* Working collaboratively.
- \* Using voice at an appropriate level.



- \* Being truthful and honest about actions.
- \* Having fun together.
- \* Sharing Classroom Behaviour Plans with all staff, pupils and parents at the beginning of the school year and displaying them in the classrooms.

## **Guidelines**

The school's positive behaviour management system involves a 5 point approach with 5 rules, 5 rewards and 5 sanctions

### **Rules**

Five for each class. Five rules for the playground. The first is always the school rule- "Follow the instruction first time".

### **Rewards and Sanctions**

Five incremental rewards. .The first will always be praise. The last is contact with home.

Five incremental sanctions. The first will always be a warning. The last is contact with home.

### **Behaviour Management File**

Particularly good or unacceptable behaviour will be recorded in a Behaviour Management File and shared with the Head teacher. The information will then be used as a basis for discussion with parents. Positive behaviour, recorded in this file, will be rewarded with a Gold badge from the Headteacher and recognised in our celebration assembly on a Monday.

### **Parental involvement**

The class rules, rewards and sanctions for the appropriate year group and the school's playground rules, rewards and sanctions, are enclosed with the autumn class curriculum letters to parents.

Parents will always be informed of any exceptional behaviour, both good and bad. This will include postcards sent home by post to recognise significant positive achievements. In the cases of significant examples of negative behaviour parents will be informed as soon as possible either face to face, by telephone and in some cases by letter.

Children can "fast track" through the stages of the system if appropriate. Some children with individual needs will also continue to be supported by their own behaviour management programme.

### **Exclusion**

At the discretion of the Headteacher children may be excluded from school, either for a fixed time or permanently. The length of the exclusion will depend on the severity of the incident leading to the decision to exclude. Exclusions will be managed in accordance with County and DCSF guidance and as detailed in the school's policy for exclusion.

### **Class Reward**

In addition each class are working collectively towards a class reward, appropriate to the age group and negotiated with the children.

### **School Houses**



Each child joins a house when they enter the school and remain in that house throughout their time in the school. The children work in these houses on various occasions throughout the school year such as school sports day.

Merit Marks are issued as part of the reward structure.

The marks recognise individual achievement and the child will receive a card merit mark to take home, detailing the achievement.

The achievements of the houses will be celebrated in Whole School Collective Worship on Mondays. The scores will be displayed in the Hall.

Each term the merit shield will be presented to the appropriate team and is displayed in the school reception area.

## Appendix 1

### Policy on the Use of Reasonable Force to Control or Restrain Pupils

To be read in conjunction with the 'Behaviour Policy'.

#### Introduction

A provision came into force as a result of the Education Act 1996, Section 550A. The powers of teachers and others in all schools to use reasonable force when in charge of pupils has been clarified. **The use of corporal punishment is not authorised.** The details of the DFEE guidance can be found in Circular10/98. It should never be used as a substitute for good behaviour management.

At Medstead School, in line with national guidelines, we believe that there are three broad categories where reasonable force might be used:

- in self defence, where risk of injury is imminent;
- where there is a developing risk of injury to themselves or others, or significant damage to property
- where good order and discipline are compromised (see Appendix I)

We believe that this is best achieved by:

- supporting staff with existing networks
- providing training and guidance for all those authorised to use reasonable force
- keeping a list all those authorised
- only using force when the circumstances warrant it
- ensuring that the degree of force is in proportion to the circumstances
- using minimum force only and never as a punishment
- taking into consideration the age/maturity of the child/children
- recording all incidents when restraint is used as soon as possible

#### Guidelines

##### Types of Incidents

There are a wide variety of situations in which force might be appropriate or necessary, to control or restrain a pupil. They will fall into three broad categories:

- 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, to themselves or others or significant damage to property
- c) where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall within one of the first two categories are:



- a pupil attacks a member of staff or another pupil;
- pupils are fighting;
- a pupil is engaged in or is on the verge of committing deliberate damage or vandalism to property
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil attempts to abscond from a class or tries to leave who would be at risk out of the classroom or school

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an instruction which put themselves or others in a position of vulnerability or risk of harm;
- a pupil is behaving in a way that is seriously disrupting a lesson and all alternative strategies have been exhausted  
(Section 550A of the Education Act 1996 DFEE guidance circular 10/98)

Physical intervention can take a number of forms, for example:

- physically interposing between pupils
- standing in the way of a pupil
- holding, steering or guiding
- leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back

All incidents when restraint is used must be recorded as soon as possible. The following information (as a minimum) should be detailed on an incident sheet or book together with written statements of witnesses to be held centrally in the office.

- names of pupils involved
- the time of the incident
- the place where the incident occurred
- the names of staff or other authorised adults involved
- Where the incident has been prolonged or where considerable force has been used the following details should also be recorded;
- names of all witnesses, pupils and adults
- signed witness statements
- the reason for force being used
- a description of the way in which the incident developed
- the pupil's response
- details of the outcomes of the incident including injuries and damage

To be reviewed June 2013