



BEHAVIOUR POLICY April 2017

This policy aims to ensure that the whole community understands and shares our values and can work together to achieve our vision

EXPECTATIONS OF BEHAVIOUR

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- to protect the right of every member of the school community to learn and work in a safe, nurturing environment, free of intimidation, discrimination and fear.
- governing bodies, headteachers and staff to work in collaboration to reach fair decisions;
- that every teacher will be good at managing and improving children's behaviour.

1. Key Principle

The knowledge and skills of staff are the single most important factor in promoting good behaviour. Good behaviour is essential for effective teaching and learning.

This policy ensures that all members of the school community are aware of their responsibilities with regard to behaviour management.

1.1 In order to achieve our goal and work by these values pupils must:-

- learn to take responsibility for themselves and to make the right choices by learning strategies they can use to manage difficult situations
- learn to think for themselves and judge what is right or wrong, and to act in acceptable ways whether at school, at home or in the wider community

1.2 Staff should enable all pupils to achieve their potential by:-

- providing a safe, happy, stimulating and organised environment for all children to become independent and responsible
- ensuring that everyone is treated fairly and consistently
- praising and rewarding appropriate behaviours
- encouraging and supporting pupils to meet their learning, social, emotional and behavioural targets and make progress
- being proactive in de-escalating and following-up inappropriate behaviour
- providing opportunities for children to voice grievances and concerns in an appropriate way

1.3 Parents should support their child and the school by:-

- encouraging them to respect the school rules
- encouraging good behaviour and supporting the school to ensure that they follow the same sets of rules at home as at school
- encouraging them to do their best at all times
- ensuring that they attend school on time every day
- encouraging them to take responsibility and expect consequences for their choices
- giving respect and listening to them, but expecting respect back
- being tolerant, understanding and kind to all people
- monitoring their children's behaviour and setting a good example
- communicating with and supporting school staff

1.4 Governors' responsibilities

The governors share the responsibilities of the staff and parents. In addition they are responsible for:-

- aiming to resolve problems wherever possible thus avoiding the need for exclusion
- responding to representations regarding exclusions
- on appeal, ensuring that exclusion decisions are fair to all parties and meet the need of the situation

1.5 Behaviour management system

The school awards good behaviour with Tokens. 3 tokens are available for every lesson depending on a student's behaviour and effort during that lesson. A maximum of 69 tokens are available to earn each week, Tokens earned each day are put up on a chart in each classroom at the end or start of the next day. On Friday afternoon students who have earned 65+ tokens get a gold prize, 55+ a silver prize and 45+ a bronze prize. Tokens are zeroed for the start of the new week.

Friday assembly is reward assembly. Pupils are given certificates for learning, behaviour and reaching targets. Other rewards/certificates are also given out for displaying positive behaviour and achievements as reflected by our 4 school values:

- Being brave
- Everyone is treated the same
- Aiming high
- Respecting everyone and everything

Pupils participate in 'Golden Time' activities on a Friday afternoon

1.6 Inappropriate Behaviour

Whilst we celebrate good behaviour, there may be occasions when children make the wrong decisions and choose to misbehave.

Partnership between school and home is very important. Parents and carers are informed whenever there is concern over their child's behaviour, and they may be asked to come to school to discuss strategies to resolve a child's inappropriate behaviour or collect.

1.7 More serious incidents and record keeping

If an incident requires more intervention than any of the above strategies and every effort has been made to de-escalate the situation, more serious consequences will be invoked and the incident will need to be recorded.

If pupils are consistently making poor choices and behaviour management strategies and systems do not seem to be having the desired effect the staff supporting the child will write an Individual behaviour plan (IBP).

1.8 Behaviour contract

If poor behaviour persists and the child is at risk of fixed or permanent exclusion a member of SMT will hold a meeting with parents and the child to discuss possible alternative provision and negotiate a personalised contract to ensure the good behaviour is remembered and maintained by the pupil and reinforced by parents.

It should clearly and positively outline expected behaviours and should be signed by all 3 parties.

1.8 Very serious incidents

It may be necessary at times to take immediate action to resolve serious misbehaviour e.g assault or damage to property. A member of SMT should be informed and serious consequences (e.g. internal exclusion and/or Police involvement) may be invoked. Parents will be contacted as and when appropriate in this case. The incident form should be written as soon as possible after the incident and definitely by the end of the day by the member of staff witnessing it which should be to SMT when consequences will be agreed e.g., External agency involvement, internal or external exclusion.

2. Teachers' powers

All paid staff with responsibility for pupils have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school. Headteachers have specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Teachers can confiscate pupils' property.

These powers also apply:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

The school will respond to all non-criminal inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, in consultation with parents.

3. Consequences of poor behaviour, what the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff.
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate and reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff.

4. Confiscation of inappropriate items, what the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. All confiscated items should be kept securely in a named and dated container.

2) **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for (any electronic device e.g. phone, MP3,PS2, drinks and confectionary)

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

5. Exclusion

5.1 Behaviour on school premises

5.2 Internal Exclusion

Pupils who are disrupting learning or on report are asked to work in isolation away from other pupils for a limited period (and often with direct adult supervision). Any internal exclusion is only used when it is in the best interests of the child and other pupils. Pupils are only kept internally excluded for as long as is necessary and their time is used for constructive learning. Staff must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. Pupils are supervised at breaks and lunchtime and are allowed to eat and use the toilet when appropriate.

5.3 Fixed-term and permanent exclusion

The headteacher (or Senior Leadership Team member in their absence) decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

5.4 Fixed term or permanent exclusions can further be put in place for behaviour outside of school premises if:

- Pupils' behaviour outside school on school business - for example, on school trips, away on school sports fixtures, residential trips, work experience placements etc- is subject to the school's behaviour policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in school.
- Pupils' behaviour in the immediate vicinity of the school or on a journey to or from school.
- For behaviour outside school, but not on school business, based "**on the balance of probabilities**" the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the school community as a whole.

6. Parents responsibilities

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one. Every effort will be made to resolve any unresolved problems and only in exceptional situations will a pupil be excluded from the school, after every strategy to manage the pupil and the situation has been exhausted. These will include

school based behaviour management strategies and involvement of a range of external agencies.

An exclusion will only be made if the pupil presents a real and persistent threat to the health and safety of themselves, other pupils and staff, and /or where the risk to staff prevents them from carrying out their work effectively.

If the headteacher makes the decision to exclude a child, he/she will:

- Inform the pupil's parents or carers of the period of the exclusion;
- Outline the reasons for the exclusion to the pupil's parents or carers;

- Outline the procedure for the parents to make representation to the governing body;
- Inform the LEA and the chair of governors of the exclusion.

Physical Support

In order to maintain boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it may be necessary to use approved methods of physical support with some pupils. Only trained staff will be used in these instances. We call this Positive Handling (see Positive Handling Policy for full details)

Physical support should only be used when all possible options for giving the pupil time and space to regain composure and self control have been exhausted.

Any physical support should be minimal and should only be used on occasions when:

- The pupil poses a real and immediate threat to the physical safety of him/herself and/or other pupils or staff i.e. if the pupil is attempting to hit or otherwise physically harm themselves or another pupil/member of staff. It may be necessary with some younger pupils to use physical intervention to prevent them placing themselves at further risk of harm by running out of school or running away from supervision while out of school.
- An approved method of physical intervention can be used with the certainty of resolving the danger and without causing further or increased risk of physical harm to the pupil (or to other pupils or staff, including the person carrying out the restraint). This means that the responsible adult present must make an immediate assessment of the likelihood with this particular pupil of an attempt at restraining him/her producing an escalation in dangerous behaviour.

More than one responsible adult should be present to assist in the use of physical support. It may be necessary or appropriate for a single member of staff to hold a pupil, especially at primary age. If this occurs, then the incident should immediately be reported to a member of SMT.

Wherever practically possible, the pupil should be given a loud, clear repeated verbal warning that if they do not stop, physical support will be used.

Where possible, the use of physical support will commence in the vicinity of the incident (eg classroom, playground) with other students moved away. However, there may be times when the student for their own sake, or for the sake of staff or other students for the student to be escorted to our 'Chill Room' using approved techniques (Approach)

The Chill Room is a specially designed safe and calming space, which supports the use of physical support, but also allows the student a quiet environment in which to regain self control. Students are never left in the Chill Room on their own and the door is never locked.

An assessment on the use of physical support, should be made by a member of staff after 10 minutes to consider how best to bring forward its conclusion.

Parents or carers must be informed immediately if physical support has been used with their child. This will normally be done by the member of staff involved with the incident directly in consultation with SMT. The incident should be recorded on an incident sheet and in the physical intervention log.

An approved method of physical support is one in which the absolute minimum of force is used to secure the safety of the pupil and others.

7. Pupils leaving site or away from staff care

All incidents of pupils leaving site or away from our care on school visits should be reported immediately to SMT. The child's parents will be informed straight away, and if appropriate the police informed.

8. Bullying

Bullying is a particular type of unacceptable behaviour. It is deliberate, hurtful behaviour and repeated over a period of time. It is defined as dominance of one pupil by another or a group of pupils. It tends

to be a pattern rather than an isolated incident. Bullying can be associated with other forms of harassment and can be in the form of physical or verbal abuse.

Reports of bullying must always be taken seriously, investigated and records must be kept of the investigation. Staff must always act and be seen to protect the victims, and report incidents in writing.

Issues concerning bullying should be included in PSHE schemes of work and should also be considered in the School Council.

9. Attendance

All class teachers and tutors are responsible for completing the attendance registers twice daily, and for monitoring each pupil's attendance and punctuality.

If a pupil is absent or late with no explanation the parents or carers will be contacted by a member of the administration team to establish the nature of the absence or the lateness. The matter should also be discussed with the pupil themselves.

If the problem persists SMT will arrange a meeting with parents and the child or if necessary an announced or unannounced home visit will be made, standard letters will be sent home, and the Educational Welfare Service will be involved.

10. Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. Appropriate disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.