



Behaviour Policy

Updated September 2015
Updated November 2016
Reviewed and Updated Spring 2017
Updated: July 2017

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has five Golden Rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We will always:

1. Keep everyone safe
2. Keep being honest
3. Keep everyone learning
4. Keep everyone included
5. Keep everyone's property safe

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. We recognise that children are individuals with differing needs and respond appropriately to meet these needs. Regular training and reflections support this.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Consequences

Group Rewards

Our school is divided into four 'houses': Ruby, Emerald, Amber and Sapphire. House points are awarded for following the golden rules and for showing life skills. Mid-day supervisors award house points. A sticker at lunch time equals a house point. Children are given opportunity to work with their house team members in the classrooms.

Each term the house with the most points is awarded the school cup and the children in the house receive a special reward.

All classes have an opportunity to lead a weekly celebration assembly where they are able to show examples of their learning. House point totals are announced at this assembly.

Individual Rewards

Children receive a sticker / stamp for their 'blob' record achievement – progress and improved effort.

The stamps are collated on individual segmented cards:

Certificates are awarded for different amounts of stamps collected:

Bronze Award for 20 stamps

Silver Award for 20 stamps

Gold Award for 20 stamps

Diamond Award for 20 stamps (Total of 80 Blobs for a Diamond Award)

Special Awards are given to pupils who achieve a further 50 blobs.

Children who receive these awards have their names moved along the display board and the awards are presented in the Friday assembly.

The school also acknowledges the efforts and achievements of children out of school. We encourage children to bring in their certificates and medals for example music, gymnastic, dancing so that these can also be shared in Celebration assembly.

There is an 'Always' board in school to celebrate the children at Newton Hill who always follow our Golden Rules.

Consequences

The school employs a stepped approach which is based on the language of choice to manage behaviour and there are a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The consequence ladder will be used by members of staff for children who do not show the desired learning behaviour and for not following our Golden Rules. Every time a consequence is given a tally will be kept by the member of staff as a visual reminder for staff and child.

e.g. C1 I, C2 II, C3 III, C4 IIII etc

Language of choice

Say what you see - describe the unacceptable or inappropriate behaviour

Describe the behaviour you need to see

Present the children with a choice (a chance to change the behaviour or accept the consequence)

Follow up with praise or consequence. Use a tally system to record the number of consequences given.

Consequence Ladder

- C1 SWYS – Give the consequence and what you expect to see.
- C2 Second warning:
SWYS – say what you see. This is the second time...
'Eddie, you're calling out' and describe the behaviour you need to see 'Eddie, you need to put your hand up and wait your turn to speak, thank you
- C3 Give children choice or consequence
'Eddie if you choose to keep shouting out you will have to sit in the cooling off chair
Children should be praised for making the right choice
- C4 Cooling off chair/area/spot. If the choice is a wrong one, children will be given time out in the cooling off chair. (cooling off chair may be outside the classroom)
This consequence also includes a playtime detention which will be recorded on a consequence card.
- C4 Exclusion from the classroom
If a child continues to make the wrong choice they will be removed to a 'buddy' class for 10 minutes – write out Golden Rules.
This automatically generates a letter home.
- C5 Exclusion to SLT
Meeti

Staff will bring to the attention of the Headteacher/Deputy Headteacher children who regularly receive C1-3. The HT/DHT will meet with these children during Golden Time.

Immediate C4:

An immediate C4 will be given for displaying particular inappropriate behaviour, for example: swearing at staff/other children, physical contact (fighting, hitting, deliberately pushing others), creating a dangerous situation for others. This will be a playtime detention.

Senior leaders are made aware of children who get a C4. Staff will supervise children during the missed break (morning or afternoon).

Any children who receive a C4 during the week will meet with the Headteacher/Deputy Headteacher during the beginning of Golden Time for a reminder of the school's Golden Rules and behaviour system.

Parents/Carers will be informed if their child receives a C4/consistent C3s through a letter informing them about the incident. Parents are asked to acknowledge the letter by signing and returning to school. Teachers will also speak to parents at home time or a by telephone if it is a serious incident.

Children who receive regular C4s will be discussed at meetings with senior leaders and an individual behaviour plan may be formulated.

Parents of children who have received a C5 will be expected to respond to the letter with a phone call or a meeting with the class teacher. The children will also miss Golden Time that week. Any child who received more than one C5 will not take part in their house's special reward activity if their house wins.

The class teacher discusses the Golden Rules with each class. In addition to the Golden Rules, each class also has its own classroom agreement, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

'Give me five!' is used by all staff to get the attention of children. Posters are displayed in classrooms. Children are also taught to line up to be able to walk through school in an appropriate manner. Visual reminders are around school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All incidences are brought to the attention of the Headteacher or deputy Headteacher. Parents, children and staff are clear about the schools definition of bullying.

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." An assembly to clarify this definition is held at the beginning of each school year. A child version of the definition is "We do not bully other children. Bullying is when one child or some children together hurt another child more than once. We do not hurt other children's bodies or feelings."

Individual Behaviour Plan

We recognise that some pupils need a tailored behaviour plan as the general behaviour policy may not meet their needs fully. Children who receive regular C4s will be discussed at meetings with senior leaders and an individual behaviour plan should be formulated.

Staff will seek advice and support from senior leaders and outside agencies where appropriate. The parent and the child will be involved in formulating the plan which will set out specifically their positive behaviour targets and any consequences.

The role of staff members

It is the responsibility of all staff members to ensure that the Golden Rules are enforced in classrooms and around school at breaks, lunchtimes and movement around school, and that each class behaves in a responsible manner during lesson time. Each class will also have their own class agreement which is signed by all members of the class.

The class teachers and all staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher (and adults working in the classroom/school) treats each child fairly and enforces the classroom agreement consistently through the use of the stepped approach and consequence ladder. The teacher treats all children in their class with respect and understanding. Class agreements with expected routines to follow are developed in the first week of the new academic year.

It is the member of staff's responsibility who deals with a C4 to record C4 incidents on the consequence cards which are then passed to the class teacher. If C4 incidents occur a lunchtimes dinner supervisors record the behaviour on consequence cards which can then be dealt with by the teacher. It is the class teacher's responsibility to ensure that parents/carers are informed of the C4.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

Use of Reasonable Force:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The*

Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Some staff have taken part in team teach training.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

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.

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.

'Reasonable in the circumstances' means using no more force than is needed.

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.

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.

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.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In school, force is used for two main purposes – to control pupils or to restrain them.

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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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.

Staff training

A number of staff in school have attended 'Team Teach' training.

As a school we will speak to parents about serious incidents involving the use of force. All incidents are recorded.

Staff are aware of further documentation:

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. 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 school governors 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 explain the Golden Rules in the home-school agreement, and we expect parents to read these and support them.

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 using written and verbal communications, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish 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, a formal grievance or complaint process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. 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, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs 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 and the governing body about any permanent and fixed term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. All members of staff record incidents on CPOMS.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. 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.

Date Reviewed:

With Staff/children: September 2015.

With Parents/Carers: September 2015

With Governors: September 2015

Amendments November 2016

Reviewed and amended: Spring 2017

Staff Spring 2017

Pupils Spring 2017

With Parents (Parent Forum Spring 2017)
Governors: Summer 2017