



Behaviour Policy

September 2018

Aims and Expectations

It is a primary aim of our school that every member of Newton Hill Community School 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:

- Be **respectful** to everybody and their property.
- Be **tolerant** to help keep everybody learning.
- Be **honest** to help build trust.
- Accept and celebrate **diversity** to keep everyone included.
- Be **resilient** and try our best.

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.

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.

Our Rewards and Consequences

At Newton Hill we use the following reward systems to help promote positive behaviour and attitudes for learning. Each member of staff deploys these with a degree of professional discretion and understanding of each individual context. In line with our values they reward social achievement as much as academic achievement.

- Merits

To reward effort / progress / attainment in their tasks, teachers will award children Merit Stamps in their books. These will be recorded on a bookmark / credit card for each child and when they have filled one up, a reward will be earned and their names put into a draw for a prize at the end of the term.

- Conduct Tokens = Class Reward

These are used as an instant reward at any time in the day and by any member of staff to encourage positive behaviour, attitude and respect around school. At the end of each week, the total for each class is calculated and announced in the Celebration Assembly. When a class reaches an agreed total amount, the whole class earn a class reward. They are then set a new total to reach to earn another class reward. Children may earn conduct tokens individually or collectively as a group (eg. sitting quietly at the start of assemblies, walking down corridors sensibly, showing good manners etc...).

- Star of the Week / Headteacher's Award

Every week, a child will be selected by the class teacher to be the 'Star of the Week' as recognition for something they have achieved during the week. In the Celebration Assembly at the end of the week, they will be invited to the front and celebrated by the whole school. They will receive a sticker and a postcard home from the Headteacher and have their name added to the Celebration Book at the front of school.

The Headteacher will also choose a child to celebrate for the Headteacher's award who they have been made aware of or they have seen displaying outstanding attitude for learning. They will receive a sticker and certificate to take home.

- Role Model Awards

Role Model stamps will be awarded at the end of each week to reward outstanding attitude in following the Golden Rules:

Respect	Tolerance	Honesty	Diversity	Resilience
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Golden Rules:

- Be **respectful** to everybody and their property.
- Be **tolerant** to help keep everybody learning.
- Be **honest** to help build trust.
- Accept and celebrate **diversity** to keep everyone included.
- Be **resilient** and try our best.

All aspects of learning fall under these Golden Rules and so can be used to reward outstanding behaviour as well as discuss improvements to poor behaviour. Children will receive a Bronze / Silver / Gold badge once they have achieved enough stamps. The Platinum badge will reward those children who have gone over and beyond

in terms of their attitude throughout the year.

- Role of Honour (replacing Always Award)

At the end of each term, each teacher will select a child who they would like to put on the Role of Honour Wall and give a brief description as to why. The child will receive a special award in an assembly at the start of the next new half-term and their pictures displayed on the Roll of Honour Wall in school. A letter of commendation will be sent home to their parents.

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 and to be able to walk through school in an appropriate manner. Visual reminders are around school.

Consequences:

Newton Hill Community 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.

In KS1/EYFS a Cloud System is in place– Clear skies, partly cloudy (official warning), cloudy (yellow card), stormy (red card). This is displayed for all children to see. Children start each day on clear skies. All red and yellow cards are logged.

In KS2 a Consequence colours system is used. Children start each day and half day session on green. If children do not display the desired behaviour children will move to white (official warning) and if the behaviour persists they will move to Yellow and they will be issued with a yellow card. If this persists further, the child will move to Red and a red card will be issued. This results in a playtime detention and letter home. All red and yellow cards are logged.

Children will always receive a reminder before an official warning is given. Children are given a choice to improve their behaviour with the member of staff implicitly saying what they would like to see.

Each day children return to clear skies / green. Children can move back to clear skies / green within the day if they have redeemed themselves.

After consequence of a missed break for a red card, children go back to green.

Recording of behaviour:

Staff will bring to the attention of the Headteacher/Deputy Headteacher/Learning Mentor children who receive yellow and red cards by logging this on a class log. Senior leaders are made aware of children who receive red cards and will supervise children during the missed break (morning or afternoon).

Immediate Red card:

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

Parents/Carers will be informed if their child receives a red and consistent yellow cards through a letter and a text informing them about the incident. Parents are asked to acknowledge the letter by signing and returning to school. The Headteacher/Deputy/teachers will also speak to parents at home time or a by telephone if it is a serious incident or parent may be invited to a meeting at school.

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

Any child who received more than 2 red cards will not take part in their house's special reward activity if their house wins.

Bullying: (There is also an additional Anti-Bullying Policy)

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/deputy Headteacher and learning mentor. All incidences/reports of bullying are recorded and monitored on CPOMS. 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 Plans

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 red/yellow cards will be discussed at meetings with senior leaders and an individual behaviour plan may 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 golden rules and classroom agreement consistently. 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.

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 will contact a parent if there are concerns about the behaviour or welfare of a child.

Use of Reasonable Force:

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.

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.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

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.

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 a 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 be used.

- 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.

We will not use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” for example: knives and weapons, stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

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.

The role of the Headteacher

It is the responsibility of the Headteacher 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 senior leadership team supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

All records of all reported serious incidents of misbehaviour are logged on CPOMS.

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 (See below for further information on exclusions).

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 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 we ask that parents 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 head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. The Headteacher informs the LA and the governing body about any permanent and fixed term exclusions.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion, for example at before/after school club (Newts) or extra-curricular clubs etc.

The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

If the Headteacher excludes a pupil, parents will be provided parents with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

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. 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. The Headteacher 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 on CPOMS. 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. The 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.