

Behaviour policy

Northern House School (Wokingham)

Northern
House
School



Approved by: William Powlett Smith, Chair of IEB **Date:** 03.06.19

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Behaviours outlined as serious breaches of conduct are as follows (these are reported to SLT for allocation of appropriate action which may lead to exclusion):

The behaviour and discipline policy meets the DfE requirements as per The Education and Inspection act 2006 and provides guidance in managing behaviours in line with the Exclusion policy.

The table below details behaviours for consideration of appropriate action by SLT following investigation/ review.

Table of considered behaviour (A)

Physical assault against another student	Includes fighting, violent behaviour, wounding, obstruction and jostling, anticipated immediate violence, spitting
Physical assault against an adult	Includes violent behaviour, wounding, obstruction and jostling, spitting, anticipated immediate violence, spitting
Verbal abuse/threatening behaviour towards another student or an adult	Includes threats of violence, aggressive behaviour, swearing, homophobic / racist abuse and

	harassment, verbal intimidation, possession of an offensive weapon. (offensive weapon - made/adapted/intended to be used to threaten or cause injury/harm to persons or property).
Bullying	Includes verbal, physical, homophobic, racist, SEN /Disability, cyber and extremism.
Racist abuse	Includes, in addition to racial bullying; derogatory racist statements, swearing attributed to racist characteristics, racist graffiti.
Sexual Misconduct	Includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti.
Misconduct involving - drugs/alcohol/tobacco	Includes possession of illegal drugs, inappropriate use of prescribed drugs, dealing in drugs, smoking, alcohol abuse, substance abuse.
Possession of a prohibited item	Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes and any other smoking paraphernalia, fireworks, pornographic images, phones / iPods/iPads /personal computing device and any article a staff member reasonably suspects, has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil) Any article that is prohibited by the school including mobile phones, personal bags and any other items listed. prohibited items will also include visual images and sound recordings of any incidents of any kind within the school grounds, of school pupils, of staff and to share any images deemed to be inappropriate through violent or sexual content, and any other images deemed inappropriate by SLT.
Damage	Criminal damage, vandalism, arson, graffiti.
Theft	Includes theft of school property, theft of personal property of students or adults, theft from any party or location whilst on school trip/event/supported activity, selling or dealing in stolen property.
Persistent disruptive behaviour	Includes challenging behaviour, disobedience, defiance, persistent violation of school rules, the students presence seriously harm's the education or welfare that student or others in the school.
Serious acts of misconduct, considered on individual basis, whether within school or external	Includes review of behaviour and incidents external to school within term time or otherwise

	where external conditions are considered detrimental to the school, students or adults.
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General breaches of acceptable conduct are listed as follows; with guidance on action Table of considered behaviour (B)

Serious Breaches as in table (A)	<p>review from SLT</p> <ol style="list-style-type: none"> 1. investigation 2. review of risk identified 3. Acknowledge, encourage, support and remind of expectations 4. opportunity of recovery 5. pastoral/ safeguarding intervention, referral 6. parent/ carer informed 7. link 8. detention on lost learning 9. loss of options 10. exclusion <ol style="list-style-type: none"> a. duration of exclusion rationale recorded b. reintegration to follow
Uniform not correct	<ol style="list-style-type: none"> 1. student removal of item / correction 2. letter home 3. failure to comply - link
Lack of classwork, poor quality or non-compliance of staff direction	<ol style="list-style-type: none"> 1. Acknowledge, encourage, remind of expectations 2. support, opportunity for recovery 3. detention
low level disruption	<ol style="list-style-type: none"> 1. Acknowledge, encourage, remind of expectations 2. support, opportunity for recovery 3. detention
lateness to lesson	<ol style="list-style-type: none"> 1. Acknowledge, encourage, remind of expectations 2. support, opportunity for recovery 3. detention
Rudeness / defiance to staff	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. challenge, restorative conversation - sleuth
Use of inappropriate language in response to other student	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. repeated - pastoral conversation explaining inappropriate and record 3. continued - recovery opportunity out of class / link intervention - sleuth

Use of inappropriate language directed at student / staff	<ol style="list-style-type: none"> 1. Challenge, remind of expectations 2. repeated - recovery opportunity, out of class / link intervention - sleuth
Violent outburst	<ol style="list-style-type: none"> 1. verbal instruction to stop and separate (if appropriate) 2. check welfare of student (s) 3. remove from lesson / area - sleuth 4. link intervention
Play Fighting	<ol style="list-style-type: none"> 1. verbal instruction to stop and separate (if appropriate) 2. check welfare of student (s) 3. remove from lesson / area - sleuth 4. link intervention

4. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text, social media or gaming, which also includes the use of images or video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It may be motivated by actual differences between children or perceived differences, it may also be demonstrations of power either physical or social prowess.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include: as in table of considered behaviour (A)

Type of bullying	Definition	
Emotional	Being unfriendly, excluding, tormenting	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. repeated - pastoral conversation explaining inappropriate and record 3. continued - recovery opportunity out of class / link intervention - sleuth
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, intimidating behaviour	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. repeated - pastoral conversation explaining inappropriate and record 3. continued - recovery opportunity out of class / link intervention - sleuth

Racial	Racial taunts, graffiti, gestures	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. repeated - pastoral conversation explaining inappropriate and record 3. continued - recovery opportunity out of class / link intervention - sleuth
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. repeated - pastoral conversation explaining inappropriate and record 3. continued - recovery opportunity out of class / link intervention - sleuth
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. repeated - pastoral conversation explaining inappropriate and record 3. continued - recovery opportunity out of class / link intervention - sleuth
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. repeated - pastoral conversation explaining inappropriate and record 3. continued - recovery opportunity out of class / link intervention - sleuth
SEN / Disability related incidents	Name-calling, sarcasm, spreading rumours, teasing, exclusion, references to difference in a derogatory manner- real / perceived / non-existent	<ol style="list-style-type: none"> 1. Acknowledge, remind of expectations. 2. repeated - pastoral conversation explaining inappropriate and record 3. continued - recovery opportunity out of class / link intervention - sleuth

Details of our school's approach to preventing and addressing bullying are set out below;

Northern House School (Wokingham) has a clear and well-publicised system to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are victims of bullying or have witnessed bullying behaviour (bystanders).

Students

Students who are being bullied or who have witnessed bullying should report it as soon as possible to an adult. At Northern House School (Wokingham) this could be a class teacher, tutor, member of our student support team, member of the senior leadership team or any other member of staff.

Parents/ Carers

Parents/Carers should report any instances of bullying within the school community, in the first instance to the child's tutor.

All Staff and Visitors

Staff should report any instances of bullying to Tutor, safeguarding lead or any member of the senior leadership team.

Visitors should report any instances of bullying to the member of staff they are working with or directly to the school receptionist, a green reporting form will be used in every case.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

Interviews will be held, recorded and signed witness statements taken. Whenever possible this will be done in private with a trusted adult.

Parents will be informed as soon as possible of any incidents and investigations with regard to bullying (***this may require sensitivity in respect of any bullying regarding sexual or gender orientation if parents are UNAWARE of this matter***).

School sanctions may be applied following review of the investigation as listed within the tables of conduct.

Where possible the school will endeavour to monitor any situations, individuals or relationships that may relate to the incidence of bullying. Parents/carers will be kept informed as a matter of procedure in the weeks following the incident to ensure the bullying has not re-occurred.

Sanctions

Upon completion of the investigation, sanctions may be applied to the person(s) involved, the decision will be made by either the head teacher, deputy or member of the senior leadership team. The sanctions although not exhaustive are contained within the tables of considered behaviour.

All staff will receive training for dealing with behaviour management within these guidelines and will follow the principles of safeguarding and consistency of sanctions.

The safeguarding officer, tutor and pastoral team will share the information and ensure a supportive approach is in place for the victim of the bullying, the considerations are organic and will reflect the needs of the student. Then appropriate details will be shared with the wider staff team.

5. Roles and responsibilities

5.1 The Interim Executive Board(IEB)

The IEB is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

5.2 The head teacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

6. Pupils to sign and adhere to a Pupil code of conduct

Pupils agree to:

- be present and ready to learn
- behave in a way that keeps them and others safe
- behave in an orderly and self-controlled manner
- show respect to members of staff, themselves and each other
- in class, make it possible for all pupils to learn
- treat the school buildings and school property with respect
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Allocation of buzz points rewards scheme
- Certificates of achievement
- Friday award assemblies

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- pupils directed from the class with a member of staff
- Detention after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
 - Putting a pupil 'on report'
 - Working away from peers.

We may use the Link (The Link is a reintegration and focused missed learning location within the main school) in response to a serious breach or persistent breaches of this policy. Pupils may be sent to The Link during lessons if they are disruptive, and they will be expected to complete the same work as they would in class alongside a pastoral intervention to address the behaviour. If pupils are absent the detention will take place on their return to school.

Pupils who refuse to complete work in lessons will be given a detention, that matches the duration of the lesson. In the primary phase pupils are given time to catch up on their work at break, lunch or after school.

The Link is managed by The behaviour manager and pastoral team.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The head teacher will also consider the pastoral needs of staff accused of misconduct. The designated LADO may also be informed.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and Buzz Point expectation
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively with Buzz point allocation and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement.

8.2 Restrictive Physical Intervention - RPI

In some circumstances, staff may use reasonable force to restrict a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of RPI must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded, reported to parents and the designated safeguarding lead

8.3 Confiscation

Any prohibited items (listed in section 3A) found in pupils' possession will be confiscated. These items will not be returned to pupils. The school has the right to retain any item for school disposal.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils or their parents after discussion with senior leaders if appropriate, however the school retain the right to dispose of any confiscated item without consultation with pupils, parents/carers.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition for pupil, timetable changes take place in the summer term,

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of RPI as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log is held centrally by the Designated Safeguarding Lead.

11. Monitoring arrangements

This behaviour policy will be constantly reviewed by the Senior Leadership Team and formally reviewed by the Interim Executive Board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy.