

# Behaviour Policy



Date Approved \_\_\_\_\_

Signed: \_\_\_\_\_

Updated: December 2015



## **Introduction and principles**

Our school Behaviour Policy is intended to support and encourage all of our children to display outstanding behaviour at all times.

This Behaviour policy is a shared document, it was initially created following consultation and ideas from staff, pupils and parents. This policy will be reviewed on a biannual basis and any adjustments to the policy will reflect the current practice undertaken in our school and also any updated legislation that has been introduced by the government which relates to behaviour and discipline in schools.

In writing the policy we have taken into account race, religion and culture, SEN, disability and other vulnerable groups.

The aims and objectives highlighted throughout our Behaviour Policy reflect and support our school's Mission Statements.

## **Aims and Objectives**

At the Wings' Federation we aim to:

- encourage a calm, purposeful and happy learning environment throughout our school
- foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued
- provide opportunities to all of our children which will support and develop their independence, self-discipline and sense of responsibility towards themselves and others
- develop a consistent approach for promoting positive behaviour throughout school
- ensure that our expectations of behaviour are clearly communicated to all of our children and that these expectations are suitably role modelled by the adults in school
- establish a coherent and fair reward system that acknowledges and celebrates good behaviour
- establish procedures which determine clear and consistent approaches to manage and deal with any form of unacceptable or disruptive behaviour in and out of the school
- raise self-esteem and teach positive behaviour through the content and delivery of the curriculum
- ensure that the development and progress of all our pupils, including those who may be identified as having Special Educational Needs and Disability (which also includes behavioural difficulties) are regularly reviewed with staff, parents/carers
- effectively manage any incidents which may fall into the categories of bullying, sexism or racism (see Anti Bullying policy)

- ensure that our staff will always act in a way which is reasonable and proportionate to the circumstances they are presented with and that all staff adhere to the conditions which are highlighted throughout the 'staff code of conduct' handbook
- ensure all staff are appropriately trained and adhere to the LA and Government guidance on the 'Use of Reasonable Force'

## **Rules, Rewards and Sanctions**

A list of the rules, rewards and sanctions are displayed in all classrooms.

Throughout our school we celebrate good work, good behaviour, good attitudes and individual effort both in and out of the classroom environment. We encourage children to always try their best and we aim to develop each child's self-discipline through positive praise and rewards. It has long been established that rewards are more effective than sanctions or consequences in motivating pupils. We believe that praising and rewarding positive behaviour will encourage all children to act in the same positive way.

*Appendix 1 school rules, rewards and sanctions (on hard copy)*

All rewards received during our Celebration Assemblies are recorded weekly on the school system to allow for monitoring to take place and to ensure that all children are given opportunities to earn rewards.

## **Behaviour logs and the SIMS System**

Every classroom in our school has a Behaviour log book in which class teachers and other adults highlight pupils and their behaviours which are considered to be unacceptable or does not fall in line with our school values. Classroom behaviour logs are monitored by class teachers and pastoral staff. If the behaviour recorded in the classroom log is serious then the information recorded will be used to complete a SIMS log.

## **Sanctions**

As in all schools here at the Wings' Federation we on occasion have some children who despite all positive efforts, still choose to behave in a way we consider to be unacceptable or in a way which does not follow our school values, whether in the school building during a week day or outside of normal school hours.

We recognise that it is necessary to address the inappropriate behaviour with appropriate sanctions which are proportionate to the behaviour that has been displayed. We use sanctions as a reminder to children that unacceptable behaviour is not allowed and should not to be repeated.

## **Time out is a planned intervention**

At the Wings' Federation we can use this time out procedure for a limited period of time when a child has been disruptive as a 'calm down' measure or a disciplinary sanction. Any use of restriction which prevents a child from leaving a room of their own free will, should only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others.

Pupils will not be left alone but a member of staff will remain either within the room / area or just outside having sight of the pupil at all times. School will also ensure the health and safety of pupils and staff and any requirements in relation to safeguarding and pupil / staff welfare.

## **Recording time out in the Support Station Room**

A record will be documented, monitored and evaluated of the pupils accessing this facility and the time spent away from their group, to show progression by the individual and that correct use is being made of the room.

## **Anti-Bullying**

In the Wings' Federation bullying behaviour is very rare but if bullying is ever proven to have taken place it is treated very seriously and could result in an exclusion.

If ever an allegation of bullying is made a full investigation will take place (see Anti-Bullying Policy).

## **Use of Reasonable Force**

At the Wings' Federation we recognise that the behaviour of a minority of our children, despite all efforts, may only be managed or be made safer by offering support through a degree of physical contact or by using Reasonable Force. The action of a physical intervention or restraint may be required on rare occasions to control a child who is in crisis or whilst other children and equipment are removed to make an area safer (see Positive Handling Policy). Please note reasonable force is only used as a last resort and will only be used to protect pupils, staff, equipment or property.

## **Complaints / Allegations**

School governing bodies are required to have a general complaints procedure. If a pupil or parent feels that the measures or sanctions in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure.

Where a pupil is found to have made a false or malicious allegation of abuse against a member of school staff (or indeed another pupil) this is a serious matter on which the school should take appropriate disciplinary action.

## **After considering what the law states, at the Wings' Federation the following will apply:**

### **Detention:**

As previously mentioned in the policy at the Wing's Federation detention is used as part of a continuum of behaviour sanctions aimed at deterring or preventing unacceptable behaviour in our school. Below 3 types of detention used:

- Playtime (full or partial)
- Lunchtime (full or partial)
- After school (1x hour)

If a child is given an after school detention it will often (not always) take place on the same day as the incident, parents will be notified as to the reasons their child has been given the sanction. If a child is given an after school detention this is often due to serious breach of school rules or seriously unacceptable behaviour. Parents will be informed immediately of the schools intention and in most circumstances the after school detention will take place on the same day as the incident. In certain circumstances, if this is not convenient or parents are unable to facilitate this, the after school detention will take place on the next available day.

**See Appendix 2 for further information**

## **Schools power to discipline beyond the school gate**

As a Federation we promote positive behaviour off our school site including use of media. School will act upon any information received and pass this onto the correct external agencies if deemed necessary and ensure parents/ carers are fully informed.

Children will be encouraged:

- To maintain good order on transport and educational visits
- To secure behaviour which does not threaten the health and safety of pupils, staff, the general public
- To provide reassurance to the public about school's care and control over pupils and thus protect the reputation of the school

All members of staff in school may discipline a pupil for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- 
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - 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.

### **Exclusion (fixed term or permanent)**

The use of an exclusion whether fixed term or permanent is extremely rare in our school, however it is a real sanction and will be used in extreme situations where a pupil's actions has in some way seriously breached the values and expectations underpinned for all children in our school. Where an exclusion is being considered careful thought is taken by the Executive Head Teacher / Head of School and governing body to the advice set out by the government. See Appendix 3 for further details

### **Prohibited Items and Powers to search**

#### **The law states that:**

To support the safety, wellbeing and learning of all the children in the Wings' Federation we ask that certain personal items are not brought into school; these include electronic devices such as tablets, cameras or mobile phones (unless special arrangements have been agreed with the head teacher) for a full comprehensive list of prohibited items please see the school prospectus.

The general power for staff to discipline pupils also enables a member of staff to confiscate, retain and dispose of a pupil's property and this protects them from liability for damage to, or loss of, any confiscated items.

In most cases a pupil will be asked or consulted before a search takes place but if this is met with any resistance from the pupil, in certain circumstances, school has the right to search without consent if there are reasonable grounds to do so. Parents or the police may be contacted to offer extra support to the school. Search will always be done in the presence of the pupil.

### **Drugs and Alcohol:**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent / carer or guardian should notify the school and ask permission for the medication to be brought in. This should be taken to a member of staff and a Health Care Plan completed with the parent / carer / guardian present and with a parental signature (see Health Care Plan Policy).

### **Monitoring and Review**

The governing body will review 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 receive advice as to how the policy might be improved.

### **Related School Policies**

The following school policies can be read in conjunction with the Behaviour Policy:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safe Use of the Internet Policy
- Admissions Policy
- Administration of Medicines Policy
- Transition Policy
- Special Educational Needs and Disabilities Policy and School Offer
- Positive Handling Policy

### **At the Wings' Federation**

Within the Wings' Federation appropriate behaviour is taught in various ways through the curriculum for example, SEAL, R time, PSHE, RE, Collective Worship, Class Worship, Circle Time and Social Stories.

Signed..... Executive Head teacher                      Date.....

Signed..... Chair of Governors                                      Date.....

## Appendix 2

### What the Law says:

The Law states that teachers have a legal power to place pupils (aged under 18) in detention. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. The head teacher can decide which members of staff can put pupils in detention. Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue an after school detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points and contact parents:

- whether the detention is likely to put the pupil at risk
- whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely
- whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

### Department of Education-Exclusion from Maintained Schools:

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. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs Disabilities (SEND) when administering the exclusion process. This includes having regard to the SEND Code of Practice. Under the Equality Act 2010, schools must not discriminate against, harass or victimise pupils because of their: sex, race, disability, religion or belief, sexual orientation, because of a pregnancy / maternity, or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour.

Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it. Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion,

parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

The head teacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent)
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term
- exclusions which would result in the pupil missing a public examination or national curriculum test



## Behaviour Policy



### Our School Rules

Be respectful and show good manners  
Be kind  
Be your best  
Be a good listener

The children will work as a class to share these school rules and consistently adhere to them. At the start of each school year the children will share their thoughts about our rules and carry out a PSHE lesson to ensure they have a good understanding of them. Each class will take photographs that demonstrate them carrying out the school rules and these will be displayed. The school rules will be discussed daily and revisited in detail each half term. Staff will ensure the children recognise the importance of our school rules.

### Guidance for all staff

Positive re-enforcement of good behaviour is more effective than negative punishments. A class agreement will be acknowledged by all members of the class and displayed on the behaviour wall, which can be referred to at appropriate times.

Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour which is far more important than punishment. Staff should praise children who behave politely, kindly, etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in PHSE, SEAL lessons and in school assemblies. Staff use Golden Time, stickers, certificates, letters, R cards and postcards to Superstars, acknowledge and re-enforce positive behaviour as well as academic achievement. Praise should outweigh negative comments, but should be handled in a way that the child feels comfortable.

A well-managed and well planned environment decreases potential for problems.

Staff should ensure that school activities are well planned and resources well organised as this will ensure that every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes which are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self esteem. Criticism should never damage self esteem. Criticism should focus on the behaviour not the child.

Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.

Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.

Certain behaviour such as bullying, rudeness, fighting, swearing etc is never acceptable and should always be dealt with when encountered. Please refer to 'Behaviour Ladder' and 'Behaviour Building Blocks' for appropriate sanctions and consequences.

It should not normally be necessary to shout.

The Executive Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Executive Headteacher when behaviour causes serious concern.

Children will be assigned a house/team colour. Each child can receive superstar points in line with the positive rewards mentioned later in this document. These superstar points will be added up weekly by appointed team captains. At the end of each term, members of the winning team will receive a special treat.

All staff will adhere to the Behaviour and Discipline in Schools document.

### **Key Points from the Behaviour and Discipline in Schools Document**

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

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.

Teachers can confiscate pupils' property

### **Guidance for the Playground**

When disputes arise all children involved should be given a chance to explain their case without interruption to the lunchtime teachers. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.

School rules should be applied consistently and children reminded of them regularly. Please refer to the 'Outdoor Behaviour Tree.'

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

At Lunchtime, behaviour cards will be administered by the lunchtime teachers. Every effort should be made to administer more positive rewards than negative ones.

If poor behaviour persists then, in consultation with the classteacher, Golden time will be removed and further sanctions may be administered.

In certain cases, for example, persistent un-acceptable behaviour, it may be deemed that a child is unable to manage lunchtimes. The Executive Headteacher or Head of School will consult with parents as to which action will best suit the individual child.

(Large Section removed- asked to refer to appendix/ behaviour building blocks, etc)

It is essential that children are approached justly and fairly.

We divide unacceptable behaviour into three broad bands:

- a) **Level One:** misbehaviour that can be effectively managed within a classroom environment by the class teacher.
- b) **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. Class teacher may involve parents. Notification of other staff. Informal involvement of Head of School
- c) **Level Three:** very serious misbehaviour or persistent Level Two misbehaviour. Formal involvement of the Executive Headteacher and parents. Additionally agencies may also become involved

Level One	Level Two	Level Three
Verbal abuse, minor bad language	Direct verbal abuse/racial abuse	Persistent bad language and verbal abuse/racial abuse
Unsafe movement around the classroom/school	Isolated acts of violence – kicking, hitting, thumping etc	Violent hitting, kicking, fighting
Not taking instruction	Refusal to work	Dangerous refusal to obey instruction
Unsafe behaviour	Threatening behaviour	Abuse/threatening behaviour towards staff/parents
Destruction of property (first time)	Minor vandalism	Vandalism of school building, property
Disrupting another child, chatting class	Bullying, persistent name calling	Repeated incidents of bullying
Telling lies/getting others into trouble	Stealing/intent to steal	Stealing/intent to steal (persistent)
Careless damage	Deliberate destruction of another child’s piece of work	Aggressive violent behaviour, causing deliberate injury
Distraction, interruption	Defiance	Major disruption of class activity
Not on task	Incomplete tasks (deliberate)	Persistence of Level Two
Playtime incident (first occurrence)	Persistence of Level One	

## Sanctions/Strategies

Level One	Level Two	Level Three
The look!	"Time out" in the classroom	Head of School informed immediately
Repositioning of children	Stay in at break time (in a supervised area) Finishing work at break time	Formal chat with Head of School (child)
Peer reminder (used sensitively)	Loss of Golden Time (2mins)	"Time out" with Head of School (child)
Reminder of Code of Conduct	Sharing of information with other staff	Parents invited into school for formal discussion with Head of School
Private discussion with child	Loss of privileges/choice of activity	Action plan agreed involving school and parents
	Persistent unacceptable behaviour – parents informed by class teacher, informal meeting, discussion with parents, home/school report book introduced with specific targets	Behaviour contract, supervised Head of School
		Involvement of other agencies
		Exclusion (see below)
		IBP

### Use of Reasonable Force

All staff must follow the guidance from the Team Teach document and should be Team Teach trained.

### Detention

Class teachers and senior leaders have the authority to give children a detention in situations that they deem suitable. (Refer to 'Behaviour Building Blocks') Parents are aware that this is a possibility and will be informed if their child has a detention and the reason for this. Any child on detention

will complete a 'Reflection Record', or an adult will do this with them where required, these will be monitored half termly by members of the Pastoral Team.

### **Exclusions**

In cases of persistent unacceptable behaviour (Level Three) and where the other sanctions/strategies listed above have been exhausted exclusion may occur. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body).

### **Pastoral Care**

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievement or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Executive Headteacher in matters of pastoral care and also have access to the Pupil Support Officer, members of the SLT/SMT and other professional support services where needed.

### **Damage to Property**

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents and, where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

### **Bullying**

#### **Guidance to Staff**

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not "telling tales". To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

#### **If you come across bullying what can you do?**

- Remain calm – you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Ensure the victim is safe.
- Take the incident seriously.
- Take action as quickly as possible.
- Think hard about whether your action needs to be private or public. Who are the pupils involved?
- Reassure the victim – don't make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).

- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.
- The bully must be given a sanction but be careful how you do this. Reacting aggressively gives the message that it is right to bully if you have the power.
- Explain clearly the sanction and why it is being given.

Involving others:

- Inform senior staff.
- Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant.
- Refer to the Head or AHT/Pastoral Lead who will, where necessary inform both sets of parents of the incident and reassure them that the incident will be dealt with appropriately.

Ensure that incidents of bullying do not live on through reminders from you.

If there is an incident of bullying that is not witnessed by an adult, an appropriate method to resolve this will be employed.

### **Golden Time**

Golden Time is used to re-enforce and reward positive attitudes and behaviour. Staff need to ensure that Golden Time is kept fresh and innovative and that this time is valued by ensuring a range of changing activities.

Children begin the week with an entitlement of 30 minutes Golden Time. If a child behaves inappropriately they are given a warning. If the behaviour continues the adult can withdraw 2 minutes of their Golden Time. Children must be given the opportunity to earn time back by modifying their behaviour and/or showing a significant effort to improve but this time can only be given back by the adult who took it away and on the same day.

During Golden Time children who have behaved consistently well are rewarded by having the full 30 minutes. However those who have lost time are expected to sit and wait until the time they lost has passed. They too will have to sign up to an activity, even though the activity that they wish to participate in may be full, having been taken up by those children entitled to the full 30 minutes.

### **S. E. N. D**

At St Mark's, we recognise the school's legal duties under The Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs. This policy guidance will be adapted as required to fulfil these duties.

Pastoral Team