

# Behaviour and Discipline Policy (PA)

1 June 2017 Version Number: 1

Review Date: Summer Term 2018

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Northern  
House  
School



## BEHAVIOUR AND DISCIPLINE

### POLICY (PA)

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## MISSION

Northern House School (Wokingham) aims to engage, inspire and equip our young people by delivering a personalised learning experience that promotes independence, resilience and confidence for future life.

**BEHAVIOUR** – is the way students conduct themselves and respond to situations and other people.

**DISCIPLINE** – is the system and ethos developed by the school which aims to cultivate in our students a sense of self-discipline and an acceptance of responsibility of their own actions and their own consequences.

## AIMS AND EXPECTATIONS

It is the 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's 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 a number of rules, but our behaviour Policy is not primarily concerned with rule enforcement. 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.

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

We treat all students fairly and apply this behaviour Policy in a consistent way.

This Policy aims to help students 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 cooperation. We praise and reward students for learning by our own system, in the Secondary School this is called BUZZ Points.

Our Primary School behaviour management system has positive re-enforcement ideals at its core and is reward-based to encourage good decision(s) making and the chance of pupil success. It is important for the children to see that good choices lead to a positive and safe environment, but they also need to develop an understanding that mistakes are a natural part of learning and they must take responsibility for them. Furthermore, it is important for our younger pupils to build resilience and cultivate coping strategies at times of stress or anxiety. Our primary children earn Golden Time daily this is a portion of the day when they are allowed to choose from a selection of special and different activities. In order to be awarded Golden Time, the children must earn a specific number of bricks through the completion of academic tasks and also through making good choices with their behaviour. This system allows for mistakes and rewards positive ways of dealing with these as well as the good application of their academic tasks.

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This Policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school employs 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 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 students attend school free from fear. The anti-bullying Policy is attached to this document

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfES Circular of 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Updated in July 2013 and replaced with *Use of reasonable force in schools*. Staff in our school do not hit, push or slap students. Staff only intervene physically to restrain children or to prevent injury to a student, or if a student is in danger of hurting him or herself. The actions that we take are in line with Government Guidelines on the restraint of students. Staff are trained in TEAM TEACH, an approach that uses physical intervention as a last resort.

Referrals may also be made through Family Support to address issues with, and to support, families of pupils experiencing behavioural difficulties.

## **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher, under 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 the responsibility of the Headteacher to ensure the health, safety and welfare of all students in the school.

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

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

The Headteacher has responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, which compromise the school operations and the safety of other pupils, staff and the pupil himself the Headteacher may permanently exclude a child.

## **THE ROLE OF THE PARENTS**

The school collaborates actively with parents, so that students receive consistent messages about how to behave at home and at school.

We explain the School Rules in the School Prospectus, and we expect parents to read them and support them.

We expect parents to support their pupil/students learning, and to cooperate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.



## THE ROLE OF GOVERNORS

The Local 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 adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the School's Policy on Behaviour and Discipline, 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

We do not wish to exclude any student from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from maintained schools, academies and pupil referral units 2012*.

We refer to this guidance in any decision to exclude a student from school. The relevant Internet address is: [www.teachernet.gov.uk/manager/workingwithothers/safeschools/exclusions](http://www.teachernet.gov.uk/manager/workingwithothers/safeschools/exclusions)

Only the Headteacher (or the acting Headteacher) has the power to exclude a student from school. The Headteacher may exclude a student for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a student 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 student, he informs the parents, 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 Local Governing Body. The school informs the parents how they make any appeal.

The Headteacher informs the Local Governing Body about permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Local Governing Body itself cannot either exclude a student or extend the exclusion period made by the Headteacher.

The Local Governing Body will convene a Discipline Committee which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the Governors.

When an Appeals Panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representations by parents and the LA, and consider whether the student should be reinstated.

## MONITORING AND REVIEW

The Headteacher monitors the effectiveness of this Policy on a regular basis. He also reports to the Local Governing Body on the effectiveness of the Policy and, if necessary makes recommendations for further improvements.

The Headteacher keeps records of any child who is suspended for a fixed-term, or who is permanently excluded.

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It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school Policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

The Local Governing Body reviews this Policy annually. 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.

## **ANTI-BULLYING POLICY**

All students are entitled to effective education, which provides equality of opportunity in all aspects of school life, irrespective of the pupil's sex, religion, culture or social background, physical or mental ability.

Our ethos is founded on mutual respect, a sense of responsibility, concern and consideration for and courtesy to others.

**EVERY STUDENT HAS THE RIGHT TO FEEL SAFE AND SECURE IN SCHOOL.**

Students should not have to accept bullying as a normal part of growing up nor is that bullying an unavoidable experience.

Preventing bullying is seen as the responsibility of every member of staff and all pupils. The school will also address the issue of bullying with the curriculum via:

The Personal, Social and Health Education programme  
Assemblies, and in the delivery of curriculum subjects.

Northern House School (Wokingham):

- Discusses, monitors and reviews all aspects of safety on a regular basis
- Supports staff in dealing with instances where pupils might not feel safe
- Makes pupils aware that we listen to them when they feel unsafe
- Ensures that parents/carers who express concern are responded to appropriately
- Learns from safe-school work carried out elsewhere
- Makes use of expertise from the LA and other or voluntary organisations

The school will always deal with instances of bullying that are reported.