



Behaviour Policy

January 2017

This policy was originally written in the light of a new suite of behaviour guidance published by the Department of Education in Autumn 2011. It makes regular reference to these guidelines, with an outline of the legal position at the back of the policy. This is its first re-drafting.

Aims of the Policy

At Aspin Park we believe in creating an atmosphere of trust and mutual respect between all staff and pupils. We wish children to grow up in a caring environment where each member is recognised as an important and valued member of our school community. We believe in celebrating the achievements of all our children.

We believe that through praise and the recognition of children's efforts they will grow in self belief and awareness, and produce high standards of behaviour, a positive attitude towards each other, their work and the school.

We believe in creating as many opportunities as possible to praise children both individually and corporately and that by the continual recognition and celebration of those achievements we shall raise, to a high standard, children's behaviour and attitude.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships and good behaviour 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.

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.

Expectations

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. We expect them to learn to ignore distractions and focus on their own work and self improvement - to learn to work independently.

We expect children to own up to their mistakes, learn from the experience and not repeat the action.

We expect our children to care for each other and help other children.

School rules are there for a purpose and we expect them to understand and recognise this need but also to obey and follow school rules. The school's 'seeds of success' are taught explicitly to the children in school, and it is an expectation that these 'seeds of success' become implicit in the way in which the children work and behave.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, 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'.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

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. Any incidence of bullying should be reported to the class teacher, Pastoral Manager and the Senior Leadership Team.

If a child threatens, hurts or bullies another pupil or physically assaults an adult, the class teacher records the incident and sanctions are put in place. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

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 and staff are trained in restraint.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Rewarding Positive Behaviour

Children's positive behaviour is acknowledged and rewarded in a variety of different ways such;

- Verbal praise
- Stickers
- Outstanding Achievement Awards (KS2)
- Pat on the Back Assemblies
- Twitter & Woo (FS/KS1)
- Half Termly Certificate Assembly

Sanctioning Poor Behaviour

Whilst it is accepted that the children at Aspin Park behave very well from time to time there will be evidence of poorer behaviours. As stated in our expectations, this is not acceptable in any way.

Where a child misbehaves we follow the school's Behaviour Flowchart, attached to this policy.

Staff

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself according to the Behaviour Flowchart. However, if poorer behaviour continues, the class teacher should seek help and advice from the SENCO or any member of the SLT.

The class teacher, SENCO and Inclusion Manager liaise with external agencies, as necessary, to support and guide the progress of each child.

The class teacher may also contact a parent if there are concerns about the behaviour of a child. We try to build a supportive dialogue between the home and the school.

Headteacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher 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 Head Teacher may permanently exclude a child. Permanent exclusions are only taken after the school governors have been notified. Examples of such behaviour may be found on the Behaviour Flowchart.

Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the annual transition booklets, and we expect parents to read these and support them.

If the school has to use reasonable sanctions following poorer behaviour, we would expect parents to support the school. If parents have any concerns about their child's behaviour they should initially contact the class teacher. If the concern remains, they should then contact a member of the Senior Leadership Team.

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 Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement this policy. The Head Teacher

Fixed-term and permanent exclusions

Only a member of the Senior Leadership Team has the authority to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one term. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher informs the Local Authority (LA) about any exclusion, and also the Governing Body about any fixed-term exclusions beyond five days in any one term.

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

The governing body will call 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 Head Teacher must comply with this ruling.

Monitoring

The Head Teacher 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 such as;

- Records of children in detention are held.
- Adults record other incidents on a generic school sheet. This does not need to be the class teacher, but they are responsible for keeping these.

Incidents of a more serious nature will be recorded by the Head Teacher.

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

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

Review

The governing body reviews this policy every three 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.

The Legal Position

What the law says

The Head Teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

The policy is written around the ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour, which are;

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities.

Sanctioning Poorer Behaviour

What the law allows

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher
- The decision to sanction the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff
- It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be reasonable. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Head Teacher may limit the power to apply particular sanction to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Behaviour outside of School

What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher 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.

Detentions

What the law allows

Teachers have a legal power to put 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. Where detention is outside school hours they must give parents 24 hours notice, in writing.⁴ They do not have to give 24 hours notice for a lunchtime detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The Head Teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only, or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.

With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

Confiscation of Property & Reasonable Force

What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The **general power to discipline** (as described in the bullets following paragraph 12) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out
- **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate advice in Screening, searching and confiscation – advice for Head Teachers, staff and governing bodies.

Weapons and knives must always be handed over to the police; otherwise it is for the teacher to decide when and if to return a confiscated item.

At Aspin Park, pupils having being found to have made malicious accusations against school staff, will be suspended from school pending an enquiry by the governing body. It will be for the governing body in conjunction with the Head Teacher to decide whether the pupil will face further discipline. If the accusation is made against the Head Teacher, then advice will be sought from the local authority.

The behaviour policy also acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN.