

Behaviour Policy

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Introduction

This document is a statement of the aims, principles and strategies for Turner Primary Schools Policy. It should be read in conjunction with the SEN policy, anti-bullying policy, anti-racism policy, child protection policy and the policies for teaching and learning. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

At Turner Primary Schools our vision is to create school communities where children participate, succeed and are proud of their achievements. We actively promote British values to prepare our children to become role models, thus preparing them for life in modern Britain. We aim to provide a happy and secure environment for all those who work here or visit. We encourage an atmosphere whereby all pupils are able to learn and all teachers are able to teach. We expect all members of the school community to treat each other with respect and courtesy and to take responsibility for their own behaviour.

The policy will be responsive to changes within the schools.

Aims

- to encourage a calm, purposeful and happy atmosphere in the schools
- to foster positive, caring attitudes towards everyone, where achievements at all levels are valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- to ensure whole school approaches to discipline which is used by all staff in the schools
- to have a consistent approach throughout the schools with parental co-operation and involvement
- to raise pupil self-esteem
- to provide clear boundaries for acceptable behaviour. To encourage our children to be law abiding and tolerate all.
- to ensure physical and emotional safety
- to help pupils, staff and parents have a sense of direction and a feeling of common purpose
- to provide both a system of rewards to encourage good behaviour and also a system of sanctions which are applied consistently.



As part of our vision of positive behaviour in the school, these rules are shared and displayed within the school community:

We come to school to learn
We respect and look after each other
We also
Learn new sentences every day
Speak in sentences
Love our planet, the Earth

Pupils are expected to know the school rules. The school rules support our teaching of Modern British Values, teaching respect and toleration of the rule of law.

All members of the school communities; teaching and non-teaching staff and governors, contribute to achieving our aims by: -

- providing a well-ordered environment in which everyone is fully aware of behavioural expectations.
- treating all children and adults as individuals and respecting their rights, values and beliefs.
- fostering and promoting good relationships and a sense of belonging to the school community.
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- encouraging, praising and positively reinforcing good relationships and behaviours.
- rejecting all bullying or harassment in any form.
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- caring for, and taking pride in, the physical environment of the school.
- working as a team, supporting and encouraging each other.

Staff responsibilities

- to treat all pupils fairly and with respect
- to help all pupils to develop their full potential
- to create a safe and pleasant environment both physically and emotionally
- to use positive rewards clearly and consistently
- to use sanctions/ consequences clearly and consistently
- to form positive relationships with parents and pupils
- to be a good role model.

Promoting positive behaviour

It is the duty of all staff to promote the 'Three Rs' of positive behaviour: Routines, Responses and Relationships. These include non-verbal cues and they can be taught by: -

- ✓ staff modelling the skills and abilities directly
- ✓ setting appropriate boundaries for pupil behaviour
- ✓ showing empathy and understanding of pupils
- ✓ listening to pupils
- ✓ showing respect and understanding to everyone in the school communities
- ✓ providing feedback in an informative way to pupils
- ✓ using positive consequences to encourage the learning of appropriate behaviour
- ✓ using negative consequences to discourage inappropriate behaviour
- ✓ assemblies
- ✓ behaviour ladder in all classes

Praise

Good behaviour is encouraged through the use of praise which is used to:

- ✓ encourage good behaviour
- ✓ create a positive environment
- ✓ help teach behaviour and establish positive relationships
- ✓ to increase self- esteem

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive praise. Children's success both in their work and behaviour will be measured against their previous performance.

House System

The children in school are split into four Houses. House point tokens are awarded both in class and generally around school by all school staff. These points are collected in clear tubes and visible in the school entrance areas. They are often referred to in order to encourage a shared responsibility towards positive behaviour generally and a good attitude to work. The House Cup is awarded to the House with most points at the end of each month.

Dealing with inappropriate behaviour

Teachers are given 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). This authority extends to all paid staff with responsibility for pupils, unless the Headteacher says otherwise.

Consequences/ Sanctions

When pupils choose to break rules, a whole school system of appropriate sanctions are used. These sanctions or consequences are organised into a hierarchy as part of the school discipline plan.

The hierarchy is progressive, starting with a verbal reminder. The sanctions then become gradually more substantial.

1. Verbal warning
2. Yellow Card
3. Second Yellow Card – making it a red card
4. Send to a partner class (NB Children should not be sent to stand outside the classroom as a sanction)
5. Send to Assistant Head or Headteacher

We will maintain a behaviour log for persistent poor behaviour, at the discretion of the headteacher or assistant headteachers.

At the teacher's discretion, pupils may miss some minutes of their break or lunch time although it will be ensured that adequate time is allowed for the pupil to eat, drink and use the toilet facilities.

Parents should be informed by the class teacher if a child continues to break the class/school rules.

This is a Turner Schools approach, although adjustments may be made at the teacher's discretion to ensure that the sanctions are appropriate to the pupil.

Playground sanctions also have a hierarchy starting with a verbal warning:

1. Verbal Warning
2. Standing on a 'spot' for a few minutes (equivalent of a Yellow Card)
3. Potential Red Card – sent to a member of SLT
4. Isolation – missing of a playtime break and a lunch break
5. Behaviour log for persistent poor behaviour, at the discretion of the Headteacher or a member of SLT

A record of instances of misbehaviour will be logged in a behaviour log book and using SIMS which will be reviewed regularly and followed up by the SLT.

When sanctions can be applied

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, in some circumstances, also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

- Any penalty 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 circumstances.
- A punishment must be reasonable and proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all 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.

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

Involving Parents

Parents are encouraged to take an active part in the school. We believe it is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour. Parents sign a 'Home School Agreement' form when their child joins the school which ensures support of the school's behaviour policy. In this document, Parental responsibilities are listed:

Parents' responsibilities

- to make children aware of appropriate behaviour.
- to encourage independence and self-management.
- to show an interest in all their child does in school.
- to support the school in implementing this policy.
- to be aware of the school rules and class discipline plans.

It is the aim of the school to inform parents about their child's positive behaviour. Positive feedback is given to parents through a range of strategies:

- ✓ positive postcards
- ✓ messages home in contact books
- ✓ telephone calls
- ✓ verbal feedback at the gate

If there is concern about a child's behaviour, his or her parents will be invited to talk to the class teacher. This will allow the teacher to find out if there are any factors that might be affecting the child. The teacher and parent should work together to try to put measures in place, individual to their needs, to improve the child's behaviour.

Throughout this procedure, parents are kept informed. Sometimes if behaviour is monitored, a home/school contact book may be started. It is hoped that the pupil will make progress but sometimes if unacceptable behaviour continues, more support will be needed. The class teacher will then discuss ways to improve this child's behaviour with the SENCo. An 'Individual behaviour support programme' will be written and discussed with the parent. This could then lead to a 'Pastoral Support Programme'. In both cases, after a short while, these programmes will be reviewed and if there has been progress, the programmes will be stopped. If progress has been very slow then a referral might be made to an outside agency.

Training

All Members of staff receive regular, specific training and are encouraged to share 'good practice' throughout the school. Parenting courses are also available for parents and the school will signpost them to these.

Search Powers and Confiscation

Teachers have the right to confiscate pupil's property and retain for a period of time. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables any 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. Electronic devices can be searched if there is good reason to do so such as the suspicion of them having been used to cause harm, disrupt teaching or break school rules. If inappropriate material is found on the device it can be deleted, retained as evidence (of a criminal offence or a breach of school discipline) or if the material is of such seriousness that it requires the involvement of the police. 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. Generally providing the item does not pose a danger (eg weapons), it will be handed over to the child's parent
2. Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). 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.

Power to use Reasonable Force

All members of staff have a legal right to use reasonable force to control pupils or restrain them, as set out in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (Department for Education leaflet 2011). For example, force may be used to separate fighting children or if a child refuses to leave the room when instructed to do so, they may be removed from the room. Reasonable adjustments will be made for disabled children and children with SEN. Reasonable force will not be used as a punishment. It is very rare for our staff to have to use reasonable force as the children in our school are generally well behaved.

What is reasonable force?

Our Executive Principal is Team Teacher trained and our staff will use a range of de-escalation strategies before they use 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.
- As mentioned above, 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 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.

Anti-bullying and racial harassment

Bullying, racial and sexual harassment will not be tolerated and staff will act firmly against them. Every child has the right to learn but no child has the right to disrupt the learning of others. We have a very strong anti-bullying policy and anti-racism policy which need to be read alongside the school's behaviour policy.

Exclusion

In exceptional circumstances, a pupil might be excluded from school. A decision to exclude would be taken only:

- in response to serious breaches of the school's behaviour policy.
- if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the decision to exclude is the only option, the school will follow guidelines set out by the Local Education Authority and also the guidance: '[Exclusions from maintained schools, academies and pupil referral units in England](#)' (September 2017 DfE)

Dealing With Allegations Against Staff Including Malicious and Unfounded Allegations

The Executive Principal has details of the DfE Guidance on dealing with Allegations of Abuse and will contact the Local Authority Designated Officer (LADO) for further advice. If the allegation is determined to be deliberately invented or malicious, the Headteacher will consider whether disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he/she was not a pupil.

Review

The effectiveness of the policy will be measured by:

- ✓ improvement of children's behaviour within the classroom and around the school
- ✓ Pupils successfully meeting IEP/PEP behaviour targets

The policy will be reviewed at the end/beginning of each school year. Staff will also be kept updated with the policy at the beginning of each school year and also through our induction training.

The government document "Behaviour and discipline in schools' (2014) contains further advice for schools on this subject and has been taken into consideration.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Appendix – The 3 Rs of the behaviour curriculum

- **Routines:** classroom routines as a fundamental source of high expectation, a scaffold for conduct, and a community vision of optimal habits and behaviours.
- **Responses:** strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviours, and reacting to anti-social behaviour in a just, productive and proportional way. These include formal interventions (for example: consequences described by the school behaviour policy) and informal ones (for example: verbal/ non-verbal cues, body language).
- **Relationships:** regulating one's own emotional state; understanding personal triggers in one's own behaviour, expectations or reactions; how special educational needs and disability (SEND) affects behaviour. Understanding for example: attention deficit hyperactivity disorder (ADHD), autism, dyslexia, Asperger's; the basic psychology of: motivation; long and short term memory; concentration; learning; cognitive load, spacing and interleaving; group dynamics.