



Behaviour Policy

Updated Jan 2019

Related Policies:

Aims and Ethos statement
Anti-Bullying Policy
Behaviour and Discipline in Schools (DfE advice)
Positive Handling Policy and DfE's 'Use of reasonable force' guidance
Safeguarding policies
Statement of behaviour principles

School Ethos

The Head Teacher and Governors expect an ethos where every child has a right to learn without disruption. Good manners and politeness are key features of our school and all stakeholders are committed to expecting the best. Our ethos statement is:

'We strive to establish a caring community, whose attitudes and values are built on mutual trust and respect for all. Our intention is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We promote an effective learning environment, so that everyone can feel happy, safe and secure. We endeavour to show compassion, understanding, good manners and conduct in all that we do so that Woodside School and all the people within it are proud of where they belong.'

Our Values are Friendship, Respect, Self-Belief, Determination, Tolerance and Courage. These shape our ethos.

Key points (from Behaviour and Discipline in Schools DfE document)

- *Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.*
- *The power to discipline also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Head Teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.*

What the law says (from Behaviour and Discipline in Schools DfE document):

Maintained schools:

1. *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;*

and which

- regulate the conduct of pupils.
2. When deciding what these measures should be, the Head Teacher must take account of the governing body's statement of behaviour principles. The Head Teacher must have regard to any guidance or notification provided by the governing body which **may** include the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - pastoral care for staff accused of misconduct.
 3. The Head Teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
 4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
 5. The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
 6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure the behaviour policy is implemented consistently throughout the school and to report to governors 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 and staff in the school and to support staff in the implementation of the policy.

Where children are disruptive or their behaviour does not reflect the school values, teachers and the head are swift to deal it. We have an agreed 'levels' systems of sanctions or consequences in the event of inappropriate behaviour, which can be found at the end of this policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour and any internal exclusions.

The Head Teacher alone 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. The Local Authority guidelines on exclusions would be followed in this event.

If individual children require a personal behaviour plan and positive handling is a likely strategy, the Head Teacher is responsible for ensuring staff have adequate training. Positive Handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of Positive Handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. Please see our separate Positive Handling Policy.

The role of teachers

Teachers have responsibility for the behaviour management of pupils registered to their class. Teachers should:

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy

- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Teachers are therefore expected to follow the guidelines in this policy and to maintain good discipline when the pupils are both in class and when moving around the school. Teachers may keep behaviour logs of individual children. Class Teachers undertake a pastoral role for children. We have a Family Support Worker, who provides effective support to individuals and parents, sometimes for specific needs such as family upheaval or bereavement. Guidance from outside agencies is sought when dealing with particularly sensitive issues.

From Behaviour and Discipline in Schools (DfE advice):

Discipline in schools – teachers' powers

Key Points

- *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 90 and 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *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 in certain circumstances when a pupil's misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils' property.*

The role of all staff

The above applies to all staff. Teaching assistants, family support worker and mid-day supervisors all contribute enormously to the good behaviour of children demonstrated in our school. All staff should follow the guidelines in this policy under the direction of the head teacher and class teachers. All staff should follow the 'sanctions' guidance at the end of the policy so that there is a consistent approach from all.

The role of parents

The school places considerable value and emphasis on working with parents to support their child's learning and development. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We ask parents to keep us informed of circumstances which may cause pupils to be upset or which may have an impact on their performance in school. We respect requests for confidentiality.

We explain the school rules in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate 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 if we have concerns about their child's welfare or behaviour. If parents have any concerns, they should initially contact the class teacher.

The role of the governors

The governing body has the responsibility of reviewing and monitoring the effectiveness of this policy. It is the responsibility of the Chair of Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. In the event of any exclusions, the LA procedures are adhered to.

Rewards

The most effective way of achieving good standards of behaviour and maintaining our positive ethos is to positively reinforce the behaviours we expect and to nurture good relationships. Our positive approach is a feature of the school and we enjoy mutual respect and good relationships. Good behaviour is noticed and focussed on as promoting this in all children models what we expect. Poor behaviour is quickly dealt with, to reduce disruption to others. Our school values underpin our expectations and ethos and contribute to mutual respect within our school community.

Rewards include:

- Lots of verbal, non-verbal and written praise
- Individual class systems of stickers/stars
- Class Dojo system in each class
- Dojo certificates in Celebration Assembly, with a hall display
- Celebration assembly and certificates for class work, behaviour and learning behaviour

Sanctions

From Behaviour and Discipline in Schools (DfE advice):

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- *A verbal reprimand.*
- *Extra work or repeating unsatisfactory work until it meets the required standard.*
- *The setting of written tasks as punishments, such as writing lines or an essay.*
- *Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).*
- *Missing break time.*
- *Detention including during lunch-time, after school and at weekends.*
- *School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.*
- *Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.*
- *In more extreme cases schools may use temporary or permanent exclusion.*

Detentions From Behaviour and Discipline in Schools (DfE advice):

What the law allows:

- *Teachers have a power to issue detention to pupils (aged under 18).*
- *Parental consent is not required for detentions.*
- *With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.*

Please see ‘**Sanctions for inappropriate behaviour -Guidance for all staff and student teachers**’ at the end of this policy for Woodside School’s levels of sanctions, which includes some elements of the above advice from the DfE.

Positive Handling

Positive Handling (formerly known as Physical Restraint) should be limited to emergency situation and used only in the last resort. Section 550A of the Education Act 1996 allows teachers, and other members of staff at a school who are authorised by the Head Teacher, to use positive handling as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause severe disruption or injury to themselves, others or damage to property. Woodside Primary has a separate Positive Handling policy.

Review

The governing body reviews 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 receives recommendations on how the policy might be improved.

Equality Statement

The school recognises that it has to make special efforts to ensure that all groups prosper, including those with special educational needs; who have difficulties accessing the school’s or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or in adequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parent expectations; with emotional, mental and physical well being needs; who exhibit challenging behaviour; who come from ethnic minority groups including travellers, refugees and asylum seekers.

Date this policy was adopted: Jan 2018

Signed by Chair of Curriculum and Standards committee _____

Review date: Jan 2019

Sanctions for inappropriate behaviour -Guidance for all staff and student teachers

The discretion and professionalism of staff is always taken into account.

Behaviour	Consequence (Sanction)	Who is informed?
<p>Level 1 First negative behaviour incident. Behaviours such as not listening when required; distracting other children; wasting time; interrupting; not trying.</p>	<p>A verbal warning and reminder of the relevant school value, expectations and reward system. The child could be moved away from the group for a short period of time appropriate for the child (e.g. to a place where they can think about their choices.)</p>	<p>There is no need to inform the class teacher at this stage</p>
<p>Level 2 Continuation of inappropriate behaviour so there is a disruption to learning within the class or that children are complaining of problems at play times/lunch times.</p>	<p>The class teacher must investigate the causes and the incident(s). Reminders of the school values, expectations and reward system. Appropriate sanctions include a loss of free time (e.g. playtime at break or at lunch time.) Class teacher may want to discuss this with parents at this stage if behaviour is continued.</p>	<p>Class teacher needs to know if a child is missing a playtime</p>
<p>Level 3 The inappropriate behaviour continues or a behaviour that requires a more severe consequence occurs (swearing, overt physical behaviour etc).</p>	<p>Pupil is 'Timed Out' to another class. This may result in a pupil taking work to be completed whilst in another class or being completed at break or lunch times (detention). Pupils may also lose other free time or access to treats such as 'Class Dojo time'. Parents may be informed at this stage.</p>	<p>Class teacher Key Stage Leader</p>
<p>Level 4 The inappropriate behaviour continues or a behaviour that requires a more severe consequence occurs (swearing, overt physical behaviour etc)..</p>	<p>As above and if three 'Timed Out' sessions occur, the class teacher involves Key Stage Leader and parents will be informed. Internal exclusion considered (ie excluded from class but accommodated in school).</p>	<p>Class teacher Key Stage Leader Head Teacher Parents</p>
<p>Level 5 Wholly inappropriate behaviours such as severe physical or verbal abuse to another pupil or adult; persistent temper tantrums; serious bullying incidents and non-accidental damage to property/equipment; behaviour resulting in pupil being removed from the class or playground.</p>	<p>When any of these behaviours occur the class teacher and key stage leader must fully investigate the causes and the incident by recording the views of all those present/involved. The Head Teacher will be involved in managing the incident. Such behaviour may result in the pupil being excluded either internally or externally for a fixed term period (decided by Head Teacher). Parents will be informed and a meeting will be arranged to meet with class teacher/key stage leader and the Head Teacher.</p>	<p>Class teacher Key Stage Leader Head Teacher Parents</p>

Lunchtime 'detention' is spent with senior leaders.

Sanctions

Level 1	 <p>A verbal warning</p>
Level 2	 <p>Miss play time</p>
Level 3	<p>Take work to a different area</p> 
Level 4	 <p>Excluded from class. Meeting with key stage leader, Head Teacher, parents or carers.</p>
Level 5	<p>Exclusion from class or from school</p> 