



## **BEHAVIOUR POLICY**

This Behaviour Policy is based on the partnership between Governors, staff, pupils, parents, the LA and the community in order to maximise the ability of our pupils to fulfil their potential. The school expects full support from parents in implementing the reward and discipline policies and parents are expected to contact the school regarding any concerns that they have. The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to a school.

Objectives:

- promoting self discipline and proper regard for authority among pupils
- encouraging good behaviour and respect for others and seeking to prevent bullying
- securing that the standard of behaviour of pupils is acceptable
- ensuring that pupils complete any educational tasks reasonably assigned to them and generally regulating the conduct of pupils.

## **EXPECTATIONS WITH REGARD TO THE GOVERNING BODY**

The Governing Body will make and review a written statement of general principles which the head teacher must have regard to in determining any measure taken to promote good behaviour and discipline. The Governing Body will bring to the head's attention any measures they consider she should have regard to, and offer guidance as they consider appropriate. This should reflect current DfE guidance.

## **EXPECTATIONS WITH REGARD TO THE HEADTEACHER**

The headteacher is accountable for the implementation of the policy, and will delegate the responsibility for its day to day management to the SLT and others.

## **EXPECTATIONS WITH REGARD TO STAFF**

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour

- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

**The Governing Body, Headteacher and Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, vulnerable, culture, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. Parents/Carers will be informed of the statutory nature of this policy.**

### **EXPECTATIONS WITH REGARD TO PUPILS**

Pupils will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the school rules.

### **EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS**

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work

## **Procedures**

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. These procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and maintained and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

## **Discipline in schools – teachers’ powers**

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). This power also applies to all paid staff (unless the headteacher 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

## **Behaviour procedures**

We encourage good behaviour through a mixture of high expectations, a clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. Rewards have a motivational role, encouraging pupils to realise that good behaviour is valued, and they are clearly defined in the procedures. Integral to the system of rewards is an emphasis on formal and informal praise to individuals and groups.

## **THE POSITIVE REWARD SYSTEM**

We have in place a range of options and rewards to reinforce and praise good behaviour. These can include:

### **Golden time**

Golden Time is a special time for all the children in the class who have followed the Golden Rules all week. It will take place at the end of the week and will last for 30 minutes. The activities used during Golden Time will be special and specific to Golden Time. Golden Time is a whole school policy that involves all staff. We feel this is important in giving the children a consistent approach. If children break a Golden Rule then they will receive a warning. Subsequent breaking of the rules will lose the child 5 minutes or 10 minutes of Golden Time. We have assembly each week to celebrate golden learners and those children who have gone above and beyond the golden rules receive a platinum award.

### **Teacher's Awards**

- WOW cards – Cause for praise (C4P)
- Notes home
- Stickers
- Platinum awards
- Good Work awards



### **Head teacher's Awards**

- WOW cards – Cause for praise (C4P)
- Notes home
- Stickers
- Certificates
- Prize box

### **Celebrations and awards events**

Prizes and awards are presented in class, in assembly, in “Head teacher’s Praise” or as part of the Wickersley Partnership Trust Awards events. These events happen at different times of the year and children can gain awards for a number of reasons including:

- for outstanding effort and achievement,
- for excellent attendance and punctuality,
- for success in lessons,
- for sporting endeavour
- for services to the school and the community.

## **SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN**

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the head and in all cases parental involvement is essential.

### **Mentoring Scheme**

Staff in school are available to work within the school to support and encourage pupils who are not achieving their potential.

### **Placement on the SEN Register**

Pupils on the register are monitored by the SENCO and appropriate interventions are put in place. .

### **Pupil Support Plans**

These plans are for pupils who are in danger of permanent exclusion. Pupils are set targets and the school's interventions are stated.

## **PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

It is the responsibility of teachers to deal with **minor incidents** which occur in the classroom.

**More serious incidents** can be dealt with by the teacher, but must also be recorded on an behaviour log and passed to a member of SLT. After the SLT has dealt with the matter, the incident is recorded in the behaviour file with clear outlines of the incident and any actions or consequences.

Members of the Senior Leadership Team are available throughout the day to remove pupils from lessons where there is **serious disruption**. Teachers should send a sensible pupil to the main office who will contact the member of the SLT. However, these incidents still need to be recorded to enable SLT to deal with the matter.

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a **fixed term or permanent exclusion**. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

## **THE SANCTION SYSTEM**

We have in place a range of options and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair

responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy.

## **SANCTIONS**

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used when no other alternatives are available

### **Minor Incidents**

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

#### **Sanctions could include:**

- verbal reprimand
- note to parent in Student Planner; moving seat
- missed breaktimes
- phone call home.
- sent to a temporary alternate space (supervised by an adult)

### **Persistent incidents, or incidents of medium severity**

These incidents must be recorded and passed to SLT. Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above
- rudeness to staff
- verbally aggressive behaviour to another pupil
- being continually off-task.

#### **SLT's sanctions include:**

- meeting with pupil
- contact with parents by phone or letter
- missed breaktimes
- discussion with class teacher
- referral to Head teacher

### **Serious Incidents**

Serious incidents are dealt with by the Headteacher and/ or the SLT and include:

- truancy from school & lessons
- extreme rudeness to staff

- aggressive behaviour
- smoking
- refusal to comply with other sanctions
- theft
- bullying

**Headteacher's sanctions include:**

- meeting parents/guardians
- placement on Daily Report

**Very Serious Incidents**

These incidents are dealt with by the Deputy and Headteacher. They include:

- persistency of the above
- serious incidents of bullying
- sexual contact
- racial/sexual harassment
- fighting
- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- involvement with drugs or alcohol
- Physical aggression to a member of staff will be treated with the utmost severity

**Sanctions available include:**

- internal exclusion
- fixed term exclusion
- permanent exclusion
- Police involvement

**Confiscation, Including the Retention and Disposal of Inappropriate Items**

The School includes confiscation of a pupil's property as a disciplinary sanction. To be lawful, confiscation will be used as a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property will be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property. The aim pursued in confiscating property is maintaining an environment conducive to

learning, one which safeguards the rights of other pupils to be educated, and to remove items which, for example:

- pose a threat to others: e.g. a laser pen
- pose a threat to good order for learning: e.g. mobile phone
- be against school uniform rules: e.g. a pupil refuses to take off a baseball cap
- pose a health or safety risk: for example a pupil wearing earrings
- be counter to the ethos of the school:
- be illegal for a child to have

Items most likely to be confiscated are detailed in the student planner. It is the norm that most items, that do not pose a danger to the health and safety of the school and the welfare of the school community, will be returned to the individual (or parents) at the end of that day on which it was confiscated. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case and the school will seek advice from the police if and when it is considered appropriate.

### **The use of force and physical restraint – Positive Handling.**

The Education and Inspections Act 2006 confirms the statutory power of the school to use such force as is reasonable in circumstances that, by doing so, will prevent a pupil from:

- Committing any offence.
- Causing personal injury to or damage to the property of, any person (including the pupil himself/herself).
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school; whether during a teaching session or otherwise. This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil. This does not authorise corporal punishment (Section 548, EA 1996).

This power applies to:

- Any member of staff (teaching or non-teaching) who works at the school.
- Any other person whom the Headteacher has authorised to have control or charge of students, including:
- People to whom the Headteacher has given temporary authorisation to have control or charge of pupils (e.g. catering or premises staff) and unpaid volunteers (e.g. parents accompanying pupils on school-organised visits).

Other than in these circumstances, staff only have common law rights to use force to defend

- themselves, persons or property. Employers providing work experience placements for school pupils only have common law rights to use force.

- Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.
  - Under no circumstances should force be threatened or used as a punishment.
  - When reaching a decision about using force in a particular situation, staff will need to take into account relevant factors related to any special educational needs or disabilities of the particular pupil.
  - The school will keep systematic records of every significant incident in which force has been used.
  - Any injuries should be reported and recorded in accordance with school procedures and appropriate support provided where necessary.
- (see appendix 1 – use of reasonable force DfE)

### **TEAM TEACH**

Brinsworth Whitehill Primary is a Team Teach School and all members of SLT have up to date training for the Team Teach positive handling procedures and guidance. To support any child in crisis staff will respond with Positive handling techniques only when **reasonable, proportionate and absolutely necessary.**

Positive Handling describes the full range of team teach methods used to de-escalate, defuse and direct a child in crisis in order to prevent violence and reduce the risk of injury to children and adults.

Positive handling is underpinned by documentation to support the child and aims to improve security and safety, allowing recovery, repair and reflection for all concerned.

95% of de-escalation will occur from

- Use of space
- Changes to environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages

Failure of these strategies in de-escalation may result in physical interventions when **reasonable, proportionate and absolutely necessary.**

- Prompts
- Guides, escorts, holds
- Restraint / restrictive physical interventions. Any physical interventions will be for a minimum time and as a last resort.

### **Taking Account of Individual Pupil Needs**

The School will take account of SEN, disability and the circumstances of other vulnerable pupils by having regard to the Disability Discrimination Act 1995 (Code of Practice for Schools –Disability Discrimination Act 1995), and the SEN duties in the Education Act 1996, both of which were amended by the SEN and Disability Act 2001. The factors below will be considered in order to take account of individual pupils' needs and circumstances when applying the school's behaviour policy, regarding, in particular: race, religion and culture; and SEN, disability and the circumstances of other vulnerable pupils.

### **Race, Religion and Culture**

Key Points:

- We aim to avoid discriminating against particular racial groups in the application of the behaviour policy.
- We aim to monitor and assess the impact of the behaviour policy on pupils, staff and parents/carers of different racial groups.
- We aim to ensure staff members are well informed about cultural differences in behaviour and their implications.
- We aim to support newly-arrived pupils in understanding and following the behaviour policy.
- We aim to take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

### **SEN, Disability and Vulnerable Pupils**

Key Points:

- We aim to make reasonable adjustments in the application of the behaviour policy to disabled pupils.
- We aim to make special educational provision for pupils whose behaviour related learning difficulties call for it to be made.
- We aim to be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- We aim to identify at-risk pupils in advance.
- We aim to ensure that all those in contact with the pupil know what has been agreed.
- We aim to make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- We aim to ensure that all staff are aware of appropriate referral procedures.

Please refer to Section 3.9 of the DfE Guidance for Schools for further information.

### **Monitoring and Evaluation**

Staff monitor pupil behaviour as part of the daily routine. Data on rewards and sanctions are gathered electronically and are regularly reviewed. This review would include determining the ratio of rewards to sanctions for each tutor group and each individual. The distribution of rewards and sanctions is monitored by gender, ethnicity, SEN, disability and also those who are vulnerable.

All racist, homophobic and other classified discriminatory incidents are logged and parents/carers and governors are informed of the incidents and the action taken to deal with them. These are reported annually by the Governing Body to the LA.

### **Equality Act**

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

### **Prevent Duty**

As a school we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions to have:

‘due regard to the need to prevent people from being drawn into terrorism’.

This duty is known as the Prevent duty.

The Prevent duty complements other key documents, guidance and advice including:

- Keeping children safe in education
- Working together to safeguard children
- Statutory Framework for the early years foundation stage: setting the standards for learning, development and care from birth to five.

**Our key aim is to protect children from the risk of radicalisation and ensure that we have the appropriate support mechanisms in place in order to protect children from this risk.**

Policy approved by Governing Body Autumn Term 2015