



BEHAVIOUR POLICY

(statutory)

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THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 19 - You have the right to be protected from being hurt and mistreated, in body and mind

A POLICY FOR THE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Newlands Primary School.

Principles

Our principles are guided by the UN Convention on the Rights of the Child and our 'Rights Respecting' Ethos.

Respect and responsibility is encouraged at all times and any incident which allows us to teach more about these principles will be utilised.

This policy is guided by a number of documents (see appendix A)

Good behaviour is an essential condition for effective teaching and learning to take place. At Newlands Primary School, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported.

High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant.

Our Aims For Good Behaviour

Our aims are:

- to work consistently and fairly in the positive management of behaviour
- to help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- to encourage staff, children and parents to value good behaviour
- to develop our children's self discipline
- to help our children to feel good about themselves and others
- to encourage our children to co-operate with one another and with adults in the school
- to create a positive and stimulating learning environment, having high expectations of children's' work

- to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Our Objectives

We support positive behaviour and a positive environment through:

- a consistent approach by the whole school community based on rights, respect and responsibility
- constructive whole school planning for PDL/SEAL
- appreciating and following agreed codes of behaviour
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment*
- having a positive and consistent approach to playtimes and lunchtimes**
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently**
- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed.**

As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners
- practising good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feed back when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- an awareness of our appearance and demeanour and the messages it gives

We have school wide general expectations that all children will

- do their best in all areas of school life

- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people

* PSHE Policy

** Teaching and Learning Policies

We expect all children to act in accordance with their class and school charters as well as demonstrate the core principles of the UN Convention on the Rights of the Child.

Golden Rules

At Newlands we have four 'Golden Rules':
 Listen to others carefully and with respect
 Follow instructions and use things properly
 Show good manners and be polite at all times
 Keep your hands and feet to yourself.

All staff are encouraged to praise and reward pupils that demonstrate any of our golden rules. In addition, all staff will impose sanctions if the golden rules are not followed.

Hands and Feet Rule

In our classrooms, assembly and especially on our playgrounds we encourage children to keep their hands and feet to themselves. This rule discourages punching, kicking, pulling, tripping up and play fighting. This rule is revisited regularly with the children. Failure to keep the rule will result in the child being referred immediately to the Deputy Head or Headteacher.

Swearing Rule

Swearing is totally unacceptable. A child who is heard to swear will be referred to a senior member of staff immediately. This includes discrimination and language related to race or sexuality (LGBT) used in a derogatory way.

Procedures

We encourage good patterns of behaviour by using

- non-verbal signals
- positive verbal comments and praise
- positive comments written in books
- giving children responsibility
- sharing positive aspects with others
- awarding certificates and stickers
- informing parents

- awarding team points
- recognition at celebration assembly
- class privileges

- move up the behaviour ladder

When a child forgets a classroom or golden rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to confirm. This encourages the child to take responsibility for his/her own behaviour.

The range of sanctions include

- planned ignoring
- non-verbal signals
- verbal warning, reminding the child of our aims/rules
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- change of position within the learning environment
- separating the child from a group or the class
- loss of privilege
- move down the behaviour ladder
- time out procedures
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the SENCO with a view to devising an “individual behaviour programme” to help the child learn appropriate social behaviour in school
- referring the child to the Deputy Head
- referring the child to the Headteacher (severe misbehaviour)

* There are different coloured ‘ladders’ in the classroom. All children are on the green (expected behaviour) card unless they misbehave (move downwards on the ladder) or are praised (move up the ladder). A child can move down to the yellow and onto the red for inappropriate choices/behaviour or straight to the red in more severe cases. This serves as a visual reminder to the child.

Red incidents are recorded and tracked using the school Behaviour incident form. Children are asked to take a slip of paper/or the form to the school office which gives details of the incident. The class teacher has a responsibility to complete the form if a child is placed on red.

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour.

If a child’s name is given a red card they will be referred to the DHT/HT. They will then take appropriate action.

When the procedures don’t work

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, EWO or Educational Psychologist and Behaviour Intervention Service.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

If there are cases of repeated misbehaviour which give ongoing cause for concern, the class teacher is required to complete a 'challenging behaviour risk assessment' and share this with parents during a formal, scheduled meeting. At this meeting a review meeting date will be set and the SENCo or a senior member of staff will be informed.

Exclusion

In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the LEA's protocol is followed. Any child returning to school following an exclusion is helped to behave appropriately.

Physical Restraint

When a pupils behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, approved staff may need to take physical control until such time as the pupil is able to take back control for themselves. Any restraint should be in line with Hampshire County Council's guidelines and the schools restraint policy (DfEE circular 10/98 applies).

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

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 pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

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 should 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.

All school staff have a legal power to use reasonable force.

Screening, searching and confiscating

Searching

School staff can search a pupil for any item banned under the school rules, **if the pupil agrees**

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in our behaviour policy.

Screening

Screening by a walk-through or hand-held metal detector (arch or wand) is allowed, even if staff do not suspect pupils of having a weapon. It can take place **without** the consent of the pupils.

Any member of school staff can screen pupils.

Confiscation

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon **it must be passed to the police**.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Role of School Staff

- i. Good behaviour and a positive attitude to learning will be encouraged by all staff
- ii. Annually, teachers will ensure that all children are involved in generating a class charter of rights and responsibilities, based on the school charter. This will enable all children to be aware of the expectations for standards of behaviour. Issues concerning behaviour may be discussed with children during class 'Circle Times' and children are encouraged to make adults aware of any concerns they may have through their confidential 'Think books'.
- iii. All staff will treat children fairly, with respect and understanding.

- iv. Class teachers will inform appropriate colleagues of any behaviour concerns, keep a record of any incidents and keep parents informed.
- v. The class and school charter will be applied consistently.
- vi. Staff will acknowledge the achievements and efforts of children in both their learning and behaviour. Rewards will be given as appropriate at individual and group level.
- vii. Staff have a responsibility to be aware of the system of sanctions in place. These must be applied appropriately to individual situations ensuring a safe, positive learning environment.
- viii. Our school does not tolerate bullying of any kind. Staff should be clear about the definition of bullying and deal with any incidents effectively in accordance with the Anti-Bullying Policy.

Discipline beyond the school gates

Disciplining beyond the school gate covers our response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

All staff should follow the school's behaviour policy when pupils are:
 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 are 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.

If the behaviour is criminal or poses a serious threat to a member of the public, **the police should always be informed**. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow our safeguarding policy. The Headteacher must be informed if staff have applied our behaviour policy outside of school.

Complaints against school staff

- (i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- (ii) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- (iii) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

(iv) Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

(v) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

(vi) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

(vii) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

(viii) As employers, Newlands has a duty of care towards our employees. It is important that we provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Informing Parents

It is recommended that parents are informed of any incident which is regarded as of a serious nature.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- 1) the pupil’s behaviour and level of risk presented at the time of the incident
- 2) if applicable, the degree of force used
- 3) the effect on the pupil or member of staff
- 4) the child’s age

Monitoring and Evaluation

This policy will be monitored by the Senior Managers of the school. Its success will be evaluated termly through staff meetings and reported to Governors through the Headteacher’s written report.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the policy.

Appendix A

Behaviour

Governing bodies must set general principles which inform their school's behaviour policy, ensure the school's policy is pursued and that children are safe.

[Ensuring Good Behaviour ; A summary for Heads, GBs Teachers, Parents and Pupils](#) explains the different roles of these people in meeting government expectations.

[Behaviour & Discipline in Schools; guidance for GBs](#) sets out specifically what governors must do.


[Behaviour & Discipline in Schools; a guide for heads & school staff](#) explains what the policy should cover and what teachers are allowed to do to punish pupils for poor behaviour in and outside school.

[Use of Reasonable Force; advice for heads,staff and GBs](#) explains the powers teachers can use and what happens if a pupil complains.

[Screening, searching and confiscation; advice for heads, staff and GBs](#) explains what staff can do to search pupils and deal with what they find.

Anti-bullying measures might be included in the behaviour policy or dealt with separately. HCC has an **[anti-bullying website](#)** and the **[Anti-Bullying Alliance Tools for Schools](#)** site has a range of materials including documents for self-assessment and surveys. It includes **[Tackling bullying in schools; a guide for governors](#)** which gives useful practical suggestions. **[No place for bullying](#)** is a report by Ofsted looking at what schools do to prevent and tackle bullying. **[Tackling Bullying in Schools - the governor's role](#)** is HGS training suitable for all governors.

Our Governors' Shared Practice section has examples of **[behaviour policies](#)** and **[Home School Agreements](#)**. These agreements are required by law and outline the responsibilities of the parent(s) and the school for behaviour and attendance.

[Exclusion from maintained schools, Academies and pupil referral units](#)  414kb is a DfE document setting out the legal responsibilities of governors and others from 1 September 2012. **[Exclusion Guidance for Hampshire Schools](#)** explains all the procedures and who does what. It includes guidance on how governors review exclusions and model documents schools should use. **[Exclusion Guidance for parents](#)** is also available. **[Exclusion practice and procedures](#)** is a course which is relevant for all but particularly useful for those who might serve on a governor discipline committee reviewing a pupil's exclusion. **[Clerking governor discipline committees](#)** was developed for clerks but is also useful e-learning for governors who cannot get to a course before reviewing an exclusion. **[A Fair Hearing](#)** is the result of Save the Children's research on best practice in involving young people in the exclusion process.

In fulfilling their responsibilities for behaviour governors will need to have regard to **[equality](#)** and **[safeguarding issues](#)**. They may also want to consider how the **[Rights Respecting Schools Award](#)** might contribute to the school's success in this area.