



Polehampton C. of E. Schools Federation

Behaviour Policy

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CONTENTS PAGE

FEDERATION COMMITMENT	page 3
AIMS AND OBJECTIVES.....	page 3
PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT.....	page 4
Responsibilities of Children	
Responsibilities of Staff	
Responsibilities of Parents	
Responsibilities of Governors	
GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL.....	page 5
Powers to Discipline	
Searching Pupils	
Use of Reasonable Force Exclusion	
Exclusion	
SCHOOL TRAINING AND STAFF INDUCTION.....	page 6
RELATED SCHOOL POLICIES.....	page 6
THE BEHAVIOUR PROCEDURE	page 7
Rewarding Good Behaviour	
Unacceptable Behaviours	
Addressing Unacceptable Behaviours	
Behaviour on School Trips and Residential Visits	
<u>Conflict Resolution</u>	page 8
<u>School Council</u>.....	page 8
<u>Involvement of other agencies</u>.....	page 9
<u>Equal opportunities</u>.....	page 9
<u>Positive Handling & Physical Intervention</u>.....	page 9
<u>Incidents of a serious nature</u>	page 9
<u>Special Needs</u>.....	page 9
<u>Appendix A Conflict Resolution Poster</u>.....	page 10
<u>Appendix B Physical Intervention Policy</u>.....	page 11
<u>Appendix C Exclusion Policy</u>.....	page 12

“Behaviour and discipline in schools” Advice for Headteachers and School Staff January 2016

The headteacher 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
- which regulate the conduct of pupils

FEDERATION COMMITMENT

The Polehampton Federation is committed to creating a safe and secure environment in which children can learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. The Federation recognises that every member of the school community has a responsibility for promoting good behaviour in school. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of respect. We will always take a considered and sensitive approach in order that we can support all of our pupils.

AIMS AND OBJECTIVES

1. To encourage a calm, purposeful and happy learning environment within our schools.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. To develop a consistent Federation approach for promoting positive behaviour throughout both schools.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism or racism if and when they occur.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same
2. To treat others with respect at all times
3. To respond appropriately to the instructions of staff and other adults working in school
4. To take care of property and the environment in and around school
5. To cooperate with children and adults in all aspects of school life
6. To help formulate and comply with the classroom rules
7. To move sensibly and quietly in and around school
8. To share in celebrating the achievements of all members of the school community

Responsibilities of Staff

1. To fully comply with the school's policies and procedures
2. To attend appropriate training
3. To inform the Headteacher of any concerns
4. To treat all children fairly and with respect
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences
6. To maintain high expectations of pupil behaviour and learning
7. To provide an interesting, relevant and challenging curriculum
8. To create a safe, stimulating and pleasant environment for learning
9. To use rules and sanctions clearly and consistently
10. To be a good role model for behaviour
11. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
12. To recognise each child as an individual and to take into account the needs of each child
13. To praise and reward appropriate behaviour and achievements.

Responsibilities of Parents

1. To ensure children attend school regularly, arrive and are collected on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children
7. To establish good communication with school staff and support the behaviour policy
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
9. To work with school staff to address and review any behaviour issues with their children

Responsibilities of Governors

1. To ensure the Federation has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
2. To ensure the Behaviour Policy is made available to parents on request
3. To ensure the Federation has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
5. To ensure that staff undertake appropriate behaviour management training;
6. To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher – for our schools, it will be the Chair of Governors
7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL

Our Federation believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our schools. Our schools have adopted the following Government guidance from The Department for Education, Behaviour and discipline in schools - January 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

"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).

- The 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

Confiscation of inappropriate items

What the law allows:

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

1. The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out;
2. Power to search without consent for "prohibited items" including:
 - a. knives and weapons
 - b. alcohol
 - c. illegal drugs
 - d. stolen items
 - e. tobacco and cigarette papers
 - f. fireworks
 - g. pornographic images
 - h. any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
 - i. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Power to use reasonable force - Positive Handling and Physical Intervention

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

In the interests of the safety of pupils, physical intervention may be necessary. Restraint is only used in a last resort to prevent a child hurting themselves or others or causing serious damage to property.

We have adopted Wokingham District Council's "Physical Intervention Policy Guidance" and make use of the proformas contained within it to record incidents. See Appendix B for a copy of the Positive Handling & Physical Intervention Policy.

Seclusion / isolation rooms

As outlined in "Behaviour and Discipline in Schools", schools can adopt a policy, which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. We do have spaces that can be used for this purpose, either to keep a child safe who might hurt themselves, other children and/or staff. This would only be used in exceptional circumstances. We must ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

SCHOOL TRAINING AND STAFF INDUCTION

At Polehampton, we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve the federation's aims. The behaviour policy and behaviour procedures have been formed in collaboration with all staff and the Governing Body.

To support the encouragement of good behaviour and discipline in our two schools, all Federation Staff receive appropriate and relevant training in behaviour management. All Federation staff, including Lunchtime Supervisors, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools systems. Newly Qualified Teachers receive training and support as part of their induction. Their NQT Induction Tutor will support them with any concerns and issues regarding behaviour management strategies and the schools procedures. Any new members of staff in the Federation will receive training in the schools behaviour policy and procedures as part of their induction.

RELATED SCHOOL POLICIES

The following school policies are related to the Behaviour Policy:

- Safeguarding Policy
- Health and Safety Policy
- Anti-Bullying Policy – informed by “Preventing and tackling bullying” Advice for headteachers, staff and governing bodies October 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf
- Safe Use of the Internet Policy
- Admissions Policy
- Medicines Policy
- Special Educational Needs Policy

THE BEHAVIOUR PROCEDURE

We celebrate good work, good behaviour, good attitudes and individual effort at Polehampton. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

Rewarding Good Behaviour

Reward systems are in place across the two schools in the Federation- these differ operationally depending on the age and abilities of the pupils in each class and the agreed classroom rules. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Verbal praise and feedback
- Written feedback in children's workbooks

- Individual reward systems may be used in specific cases
- Class reward systems
- Certificates
- Weekly celebration assemblies
- House points
- Gold Book
- 'Star of the Week'
- Stickers
- Verbal and written messages home to parents
- Visiting the Headteacher with 'good work' and good news
- 'Lunchtime Award' certificates
- 'Golden' time - collective awards that whole classes can earn

Unacceptable Behaviours

- Disrupting lessons: not letting the teacher/ teaching assistant teach and other children learn.
 - Bullying. "Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities." "Preventing and tackling bullying" Advice for headteachers, staff and governing bodies October 2014
- Speaking to another child or adult in a disrespectful way.
- Rudeness, confrontational behaviour, non-compliance
- Teasing, name calling, provoking someone.
- Using bad language, including swearing.
- Mistreatment of belongings/property, stealing.
- Sexist, racist and/or homophobic behaviour.
- Being physically aggressive.
- Being verbally aggressive.
- Retaliating physically when provoked.
- Fighting.

Addressing Unacceptable Behaviours

There is no single solution to the problem of poor behaviour, but we have the potential to raise standards by being consistent in implementing good practice in learning, teaching and behaviour management

Some of the things we do to address unacceptable behaviours are:

Verbal warning giving clear explanation of why behaviour is unacceptable

Classroom seating changed

Children sent to another class/Headteacher's office

"Timeout" periods

Support enlisted from Headteacher or other staff

Parents contacted to discuss problem and establish goals

Loss or partial loss of break or lunchtime playtime

Loss of privileges of another nature when they do not form an essential part of the curriculum (Certain lessons may prove more difficult for child with behaviour difficulties i.e., PE, which may result in an adapted approach being taken to ensure the safety of all involved).
Internal Exclusion – children are educated separately from their peers for a fixed period of time

Behaviour on School Trips and Residential Visits

Pupils' behaviour outside school (for example on school trips or sports fixtures) is subject to the Behaviour Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school.

Conflict Resolution

We encourage the children to take a proactive role in solving their own problems or supporting their peers to do so. Our "Conflict resolution" posters are displayed around the school to prompt the procedure involved. This poster is attached as Appendix 1.

School Council

The aim of the school council is to give pupils a voice regarding school issues. Behaviour may be one of the areas the school council becomes involved in.

Involvement of other Agencies

If a pupil shows signs of emotional and behavioural difficulties that cannot be resolved within the school's resources, the school will begin procedures as advised in the Special Educational Needs Code of Practice. As a part of the school's response to these needs other support agencies such as the Educational Psychologist, Behaviour & Emotional Support Team, Educational Welfare Officer, etc, will be consulted.

Equal Opportunities

Our Equal Opportunities policy states that "We share the Council's belief that no-one should receive less favourable treatment on the grounds of: race, gender, disability, sexuality, age, income, religion, colour, ethnic or national origin, marital status, nationality".

This statement is particularly pertinent to a behaviour policy. It is useful to note that strategies may be adapted to suit individual needs, but there must be vigilance to ensure there is, and every child knows that there is, a fair system in place to ensure good behaviour exists at school.

Incidents of a Serious Nature

Incidents of a very serious nature or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

Special Educational Needs

When a child has Special Educational Needs or Disability relating to specific behavioural difficulties, the procedure for dealing with that child may differ in order to fully support their access to the curriculum and inclusion in school life. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

Conflict Resolution



Calm down!



Share your feelings



What is the problem?



Listen to each other!



What do you each want?



How can we solve the problem?



Agree a solution.



Act on what you have agreed!

Appendix B: Positive Handling & Physical Intervention Policy

Positive Handling & Physical Intervention Policy

- **Introduction**

The School's Policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the DfE, and Wokingham Local Authority and the DFE's

"Use of reasonable force Advice for headteachers, staff and governing bodies July 2013"

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- **Principles**

- Children who lose control require external help to regain control.
- The use of physical interventions is an act of care, never used as a punishment.
- When force is used it will be the least amount necessary for the minimum period of time to enable a child to regain self-control.

- **Scope**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to: • remove disruptive children from the classroom where they have refused to follow an instruction to do so; • prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; • prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; • prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and • restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot: • use force as a punishment – it is always unlawful to use force as a punishment.

- **Prevention**

The school has a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

- **Partnership**

The school recognises the important part that parents/carers, other professionals and the LA play in managing children with challenging behaviour and will work actively in partnership with these people to promote acceptable behaviour in children and young people.

- **Authorised Staff**

The Headteacher will authorise those individuals who may be required to use physical interventions in the course of their duties. These authorisations will be regularly reviewed.

- **Recording and Monitoring**

All incidents of restraint and other physical interventions will be recorded and regularly reviewed. The Headteacher will provide an annual report to Governors (which will be available to parents/carers and other professionals).

- **Complaints**

All complaints, which arise through the use of physical interventions, will be taken seriously and investigated properly. Under no circumstances should children or young people or their parents take direct action against any member of school staff.

Appendix C: Exclusion Policy

Our Behaviour Policy stresses the importance of early intervention and prevention. However, while we are fully committed to reducing the need to use exclusion as a sanction, we recognise that this might be necessary under certain circumstances. Our primary aim is to ensure the safety and well-being of all members of the School community and to maintain an appropriate educational environment in which all can learn and succeed.

Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion September 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/2017_0831_Exclusion_Stat_guidance_Web_version.pdf

The decision to exclude a pupil from school will be taken in the following circumstances:

To prevent a serious breach of the school's Behaviour Policy

If allowing the pupil to remain in school would seriously harm his/her education or welfare or have an adverse affect on the education or welfare of others.

Exclusion is an extreme sanction and is only administered by the Headteacher. Whether fixed term or permanent, exclusion may be used for any of the following:

- Verbal abuse to staff and others;
- Verbal abuse to students;
- Physical abuse/attack on staff;
- Physical abuse/attack on students;
- Wilful damage to property;
- Theft;
- Serious actual or threatened violence against another student or a member of staff;
- Carrying an offensive weapon;
- Arson;
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the child's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher (HT) makes the judgment that exclusion is an appropriate sanction.

In reaching a decision, the HT will always look at each case on its own merits. Therefore, fixing a standard penalty for a particular action, is both unfair and inappropriate

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the HT to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governing Body has established arrangements through the Pupil Discipline Committee to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term and fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. In considering whether permanent exclusion is the most appropriate sanction, the Head will consider:

- The gravity of the incident, or series of incidents
- The effect that the pupil remaining in the school would have on the education and welfare of other students and staff.

There are two main types of situation in which permanent exclusion may be considered.

- A final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all

available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on school premises.

- Where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff;
 - Carrying an offensive weapon *;
 - Arson.

The school will obviously consider police involvement for any of the above offences.

Exclusion Procedure

We will not impose an exclusion instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. The HT will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour, Equal Opportunity and Race Equality Policies.
- Allow the pupil to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- Come to a decision as to whether exclusion is the right sanction.
- Inform parents of his/her intention to exclude a pupil, giving as much notice as possible
- Complete the necessary paperwork and sends a letter by post to the parents/carers confirming the exclusion and telling them of their right to make representations to the Governing Body and the Local Authority (LA).
- Inform the Chair of Governors.
- Hold a return to school meeting after the period of exclusion involving parents, the pupil and other staff as appropriate

The Pupil Discipline Committee meets to consider the HT's decision to exclude. This Committee will require the HT to explain the reasons for the decision and will look at appropriate evidence, such as the pupil's school record, witness statements and the strategies used by the school to support the pupil prior to exclusion.

Guidance from the DfE, taking into account the Education Act 2011, states that

1. Following a permanent exclusion parents have the right to take their case to an independent review panel.
2. The Independent review panel can order that a readjustment of the school's budget can be made if the governing body does not offer to reinstate the pupil within 10 days of receiving the panel's decision. This sum is £4000 and is in addition to the funding that would normally follow an excluded pupil.

Behaviour on School Trips and Residential Visits

Pupils' behaviour outside school for example school trips or sports fixtures is subject to the Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school 'business', this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the school community as a whole. If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the HT may decide to exclude.

Alternatives to Exclusion

Alternative strategies are included in our Behaviour Policy. The school would follow the LA managed moves protocol where such a course of action would be of benefit both to the pupil and the two schools concerned.

Lunchtime Exclusion

Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.