



# Behaviour Policy

OCTOBER 2018

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## 1. Rationale and Aim

All teachers have the right to teach and all pupils/students have the right to learn in a mutually respectful environment.

Aims:

- To provide a safe, welcoming, friendly and caring environment where individuals are valued for their own unique contribution and personality.
- To promote skills of self-confidence, self-discipline, self-motivation and self-awareness.
- To foster social skills, such as positive attitudes and considerate behaviour towards others.
- To develop mutual respect for adults and children alike, where all feel able to speak openly and honestly about their feelings and concerns with due regard to others.
- The staff and governors recognise the need to ensure a positive atmosphere based on a sense of community and shared values. This behaviour policy is an attempt to put in more detail how the above aims and statements may be achieved in practice.

This policy has been updated with regard to The Education Act of 2011.

## 2. Policy

### 2.1 Teachers Statutory Authority

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy 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 with responsibility for pupils, such as Teaching Assistants.

This also means that:

- Teachers can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.
- Teachers can also discipline pupils for misbehaviour outside the academy.
- Teachers can confiscate pupil's property.
- Teachers have the powers to search without consent for prohibited items.

### 2.2 Power to use reasonable force

The legal provisions on academy discipline also provide members of staff with 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.

The Principal and academy 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. Force cannot be used to search for items 'not?' banned under the academy rules.

If academy staff resort to the use of reasonable force they must inform parents verbally and in writing.

### **Team Teach**

There are three members of staff trained for Team Teach at Langford Village Academy. Team Teach aims to enhance quality teaching, effective learning and personalised caring, by increasing staff confidence and competence, whilst promoting and protecting positive relationships. Training has been provided in positive behavioural strategies, designed to reduce anxiety, risk and restraint. Team Teach techniques will only be used as a last resort when all other strategies have failed.

### **2.3 Role of the Principal**

- The Principal has overall responsibility for both pupils and staff. The Principal takes the lead in defining the aims of the academy in relation to standards of behaviour.
- The Principal has overall responsibility for ensuring that these standards are consistently applied throughout the academy through regular monitoring.
- The Principal or designated senior member of staff ensure that records are kept of all reported incidents of misbehaviour. All incidents of bullying are reported to the governing body.
- The Principal has responsibility for giving fixed term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts, the Principal may permanently exclude a child.
- The Principal will ensure that their academy has a behaviour and reward displays.

### **2.4 Role of the Staff**

- Staff have a responsibility to maintain order and promote good behaviour in their classrooms and around the academy site.
- Staff understand the importance of pastoral care and promote good behaviour by recognising and praising good behaviour.
- Staff recognise that personal and social education are important as a means of promoting the values of mutual respect, self-discipline and social responsibility.
- Rules are applied consistently by all members of staff but there must be flexibility in the use of sanctions to take account of individual circumstances.
- Punishments/sanctions should make the distinction between minor and more serious misbehaviour clear to pupils/students and should be fairly and consistently applied.

### **2.5 Role of Parents**

- The academy acknowledges that relationships with parents/carers are important and encourages parental involvement.
- Parents are informed of positive behaviour as well as negative.
- All parents are encouraged to attend parents' evenings and also discuss issues/concerns with staff outside of these events.
- Parents support the home/school agreement.
- We expect parents to support their child's learning and take responsibility for their behaviour. We encourage parents to work in partnership with the academy and to support their actions.
- Staff will inform parents if any concerns arise concerning their child's welfare or behaviour.

### **2.6 Role of Pupils**

- To respect, support and care for each other both in school and the wider community.
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready and equipped to learn and take part in activities.
- To take responsibility for their own actions and behaviour.

- To do as instructed by all members of staff throughout the school day.
- To be tolerant of, and engage with others, irrespective of race, gender, religion, age, ability/disability.

## **2.7 Role of the Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.

Termly governor panel meetings take place with the Principal or designated member of senior staff and at least one governor.

A Governors Discipline Committee (GDC) will be formed from 3 local governors, to hear appeals of FTE (fixed term exclusions) and PE (permanent exclusions). We buy back the Local Authority Independent Appeals panel to hear appeals that have been upheld by the GDC.

## **2.8 Managed Moves**

**In continued or extreme cases of misbehaviour, a managed move may be considered:**

Managed moves are processes which allow pupils to move between schools without the stigma of exclusion. BEST works collaboratively on managed moves as an alternative to exclusion, or as an opportunity to provide a pupil/student with a “fresh start” when it is felt that all other processes have been exhausted or where the relationship between the pupil/student, parent/carer and the academy has in effect broken down.

## **2.9 Exclusions**

The academy will follow the Department for Education guidance “Exclusion from maintained schools, Academies and pupil referral units in England,” September 2012.

## **2.10 Fixed Term Exclusions**

Excluding a pupil from the academy for a fixed term is a serious step to take. Only the Principal (or in their absence, the Vice Principal) has the authority to exclude a pupil. In all cases the parents will be informed by telephone and letter on the day the pupil is excluded and the reasons for the exclusion. On the pupil’s return to the academy, they should come in with a parent/guardian to meet with a senior member of staff. Work will be set during the period of the exclusion.

If a pupil is excluded for a second or third time and seems not to be treating the sanction seriously, a member of the governing body may be included in the re-admittance process. Offences for which exclusion will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting.
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of academy property
- Bringing or using illegal substances, including alcohol, into the academy
- Possession of any offensive weapons in the academy
- Using illegal substances or alcohol in the academy
- Supplying or selling illegal substances in the academy
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft

- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyber bullying or threatening behaviour towards another pupil
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Denying others access to their learning
- Serious intimidation of another pupil or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of the academy into disrepute, this may occur inside or outside the academy.

If a pupil is excluded for a period of more than 5 days alternative educational provision can be provided at another BEST site.

Parents/carers have the right to appeal against a decision to exclude their child.

### **2.11 Permanent Exclusion**

A decision to exclude a pupil permanently is very serious and is considered as a last resort, in response to a serious breach, or persistent breaches of the academy's Behaviour Management Policy or where allowing the pupil to remain at the academy would seriously harm the education or welfare of the pupil or others in the academy. The decision to permanently exclude will be taken by the Principal. Any written communication will be sent by first class post and signed for.

The academy can also ask for support from Jigsaw (behavior support) where appropriate.

The GDC will meet as a result of PE or to sanction a move to Jigsaw or if a pupil has 15 or more days of FTE in any one term. Any written communication will be sent by first class post and signed for.

## **3. Procedure**

### **3.1 Rights and responsibilities**

A key feature of the school's behaviour strategy is that every child and adult has the right to a peaceful, positive learning environment but with that right comes responsibilities. These responsibilities form part of our school code of conduct which all staff and children sign up to.

### **3.2 School Code of Conduct**

- **We are kind and respectful to each other**
- **We listen to each other and work hard**
- **We walk quietly around the school**
- **We speak politely to everyone.**
- **We look after our school**

**When we are out of school we remember that we are responsible for the school's reputation in the way that we behave.**

We look at our School Code of Conduct at the beginning of every year as a whole staff and make changes where we feel that we need to.

### **3.3 Class Behaviour Contract**

During the first week of each academic year, the class draws up a class contract which has:

- A photograph of the class
- The class name
- 4-6 Classroom rules
- Every child's 'signature'
- The signature of every adult who works in the class

### **3.4 Positive Reinforcement**

The school recognises that Positive Behaviour mostly comes from starting things off correctly.

#### **At the beginning of the year, teachers should:**

- Establish their class rules and behaviour contract by the end of the first week
- Set expectations for their class
- Develop routines- particularly for arrival, departure and for moving around the classroom.
- Think about their classroom layout, the effective use of space, seating plans and access to resources
- Make sure that the work they ask children to do is challenging, interesting and achievable (thus preventing distraction)
- Ensure that the children are aware of the "Traffic Light" display, which is displayed within each class, and how this shows the children's behaviour throughout the day.

#### **Throughout the year, teachers should:**

- Prepare lessons thoroughly
- Arrive promptly for the lesson
- Supervise children properly (scanning or walking around your classroom)
- Deflate minor incidents through standing next to the person talking or misbehaving, non-verbal communication and eye-contact, tactical ignoring of minor, irritating behaviour, and use of humour.

### **3.5 Rewards and Consequences**

At all times, all staff should encourage good behaviour through praise and recognition of positive choices.

The following rewards are used:-

- Commendations and positive remarks, both oral and written.
- Use of house points with the ultimate goal to win the house cup.
- Reward stickers.
- Showing work to other children, staff, Principal or parents.
- Having work displayed in a prominent place.
- An award from the Principal.

The following sanctions are used:-

The academy adopts the following steps and guidelines to stop inappropriate behaviour.

The aim is to ensure these incidents are dealt with quickly, resolved and prevented from re-occurring. Extreme behaviour will of course, short-circuit the following steps.

### **3.6 Sanctions**

Breaches of the school code of conduct or classroom rules should have an explicit referral to the specific area of conduct or the rule the child has broken and a reminder of their responsibilities. This should be done in a non-threatening manner and should address the primary behaviour only. Children are made aware that they are

responsible for their own actions and that inappropriate behaviour will lead to sanctions. A warning should always occur before a sanction takes place. **Praise should be given if a pupil's behaviour immediately improves.**

**Level 1 Discipline- Sanctions**

These can include but are not exclusive to:

- Not listening
- Not working hard
- Not following instructions (due to not listening, rather than outright refusal)
- Talking back to the teacher
- Disturbing other children’s learning

Breaches at this level will lead to the following sanctions:

Step 1	<ul style="list-style-type: none"><li>• Verbal reminder given.</li></ul>
Step 2	<ul style="list-style-type: none"><li>• Further reminder that if the behaviour does not stop that they will have to work on their own. Put on the yellow on the traffic light</li></ul>
Step 3	<ul style="list-style-type: none"><li>• Sent to work on their own within the class.</li></ul>
Step 4	<ul style="list-style-type: none"><li>• Time out to complete work in another classroom. / EYFS 5 mins time out</li><li>• 5-10 minutes missed from break or lunchtime. Work to be completed.</li><li>• Verbal conversation with parent at end of school day.</li><li>• Record on <b>Ongoing Incident Form</b> and file.</li></ul>

**Level 2 Discipline- Sanctions**

These can include but are not exclusive to:

- Physical assault
- Deliberate damage to property
- Stealing
- Leaving the school premises without permission
- Verbal abuse
- Refusal to work
- Disruptive behaviour in class.
- Persistent Level 1 breaches

Step 1 Sanctions can include but are not exclusive to: <ul style="list-style-type: none"><li>• Time out to complete work in another classroom.</li><li>• Break or lunch missed (depending on severity of incident). Work to be completed.</li></ul>	<ul style="list-style-type: none"><li>• Verbal conversation with parent at end of school day – <b>Class Teacher.</b></li><li>• Record on <b>Ongoing Incident File</b> and file.</li></ul>
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<p>Step 2</p> <p>Sanctions can include but are not exclusive</p> <ul style="list-style-type: none"> <li>• Time out to complete work in another classroom.</li> <li>• Break or lunch missed (depending on severity of incident). Work to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Note of concern given.</li> <li>• Parent to meet with <b>Class Teacher and Vice Principal</b> at end of school day.</li> <li>• Discuss and set targets for a <b>Behaviour Support Plan</b>.</li> <li>• Set up a <b>Reward Chart</b> that will work for the child and that the pupil will respond to.</li> <li>• Record on <b>Behaviour Parent Meeting Form</b> and file.</li> <li>• Record on <b>Ongoing Incident Form</b> and file.</li> <li>• Copy to Vice Principal for recording on G2.</li> </ul>
<p>Step 3</p> <p>Sanctions can include but are not exclusive to:</p> <ul style="list-style-type: none"> <li>• Time out to complete work in another classroom.</li> <li>• Break or lunch missed (depending on severity of incident). Work to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Note of Concern</li> <li>• Parent to meet with <b>Vice Principal</b> at end of the school day.</li> <li>• Discuss and review targets for a <b>Behaviour Support Plan</b>.</li> <li>• Warning give that failure to improve behavior will lead to exclusion.</li> <li>• Record on <b>Behaviour Parent Meeting Form</b> and file.</li> <li>• Record on <b>Ongoing Incident Form</b> and file.</li> <li>• Copy given to Vice Principal for recording on G2.</li> </ul>
<p>Step 4 (if behaviour does not improve)</p> <p>Sanctions can include but are not exclusive to:</p> <ul style="list-style-type: none"> <li>• Time out to complete work in another classroom.</li> <li>• Break or lunch missed (depending on severity of incident). Work to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of Concern</li> <li>• Parent to meet with <b>Principal</b> at end of the school day.</li> <li>• Discuss and review targets for a <b>Behaviour Support Plan</b>.</li> <li>• Warning given that failure to improve will lead to a Fixed Term Exclusion.</li> <li>• Record on <b>Behaviour Parent Meeting Form</b> and file.</li> <li>• Record on <b>Ongoing Incident Form</b> and file.</li> <li>• Copy to Vice Principal for recording on G2.</li> </ul>
<p>Step 5 (if behaviour does not improve)</p>	<p>Formal Fixed Term exclusion(s)</p>
<p>Step 6 (If behavior does not improve)</p>	<p>Formal Permanent exclusion.</p>

The time span for the Notes of Concern or Letter of Concern is Termly, unless the behaviour has not improved, the Note or Letter of Concern will remain recorded on the pupils file indefinitely.

### **3.7 Behaviour Support Plans**

The academy has a format for behaviour plans (see appendix) which is linked to the particular behaviour which the child is having trouble with. The plan will, where possible, be linked to the school's code of conduct or classroom rules.

### **3.8 Personal Handling Plan**

Should a child require Positive Handling, they will have a plan and risk assessment in place for them. Please see the school's **Positive Handling Policy** for further details.

### **3.9 Pupils with Special Educational Needs**

Staff will assess children with emotional and behavioural difficulties at the earliest stage, so that their needs can be met and that educational opportunities for other pupils are not endangered.

### **3.10 Role of outside agencies**

Staff will liaise when necessary with the Education Welfare Officer, School Psychologist, Exclusions Officer or Jigsaw (behavior) team for advice on dealing with persistent behaviour problems.

## **4. Monitoring & Evaluation**

The academy hold a variety of records concerning incidents of misbehaviour. Information concerning incidents of misbehaviour are reported to the local governing body on a regular basis.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that this policy is administered fairly and consistently.

## **5. Implementation & Review**

This policy will be made known to all staff, parents/carers and governors, and published on the academies' websites. Copies are also available upon request from the academy office. This policy will be reviewed two yearly or as required.

This policy has been drawn up using the Department of Education Behaviour and discipline in schools – Advice for head teachers and school staff – January 2016.

## **6. Author and Date**

Lyn Rouse – January 2017

## **7. Appendices**

1. Ongoing Incidents Form
2. Behaviour Parent Meeting Form
3. Behaviour Support Plan

*Langford Village Academy*

**Ongoing Incidents Form**



Pupil:		Teacher:		Class:		Year:	
Date	Time	What happened?		Action taken			

## Behaviour Support Plan



### Targets

Pupil:	Teacher:	Class:	Year:
<b>Action set by:</b>			
<b>Targets:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>			
<b>Additional Notes:</b>			
<b>Signed (Pupil):</b>		<b>Signed (Parent):</b>	

**Behaviour Parent Meeting Form**



1. Pupil:

Class:

Year:

2. Relationship to child:

Date:

3. Present:

Concern

Parents View

Action to be taken by the school

Action to be taken by the parent

Action to be taken by the child

Review Date \_\_\_\_\_

Completed by: \_\_\_\_\_

Next Steps