

# Behaviour policy and statement of behaviour principles

## Marshfields School



**Approved by:** [Name]

**Date:** [Date]

**Last reviewed  
on:** [Date]

**Next review due  
by:** [Date]

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- The Behaviour Policy will be published on the School's website, and made available in writing to all staff, parents and their children annually.
- Parents will be invited to sign a Home School Agreement which outlines the responsibilities of parents/carers and the school

### **Principles:**

1. All students have the right to (and parents, the right to know that their children) receive their education:
  - In a safe environment
  - Without disruption from others
2. All employees have the right to perform their duties
  - In a safe environment
  - Free from needless disruption by students
3. Under government guidance, the School has a right to expect support from parents in providing the above.

### **1. Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and

written statement of behaviour principles, and give schools the authority to confiscate pupils' property

### 3. Systems

1. All students will follow the Code of Conduct. This is a 7 point plan of balancing statements for reward and discipline. It is divided into 3 hierarchic levels
  - Level One: Standard Expectations
    - 1) Attendance
    - 2) School Uniform
    - 3) Community Spirit
    - 4) Good learning/organisational skills
  - Level Two: Towards Independence
    - 5) Responsibility for Own/Others' Learning
  - Level Three: Active Citizens
    - 6) Considering the Safety/Welfare of Self/Others
    - 7) Self Discipline
2. All employed adults, and members of the Governing Body, have the right and a duty to reward and discipline students in relation to the Code of Conduct. Reasonable discipline strategies can include, but are not confined to: confiscation, retention or disposal of a pupil's property and detention. The Headteacher may also decide to exclude a student for a fixed period or to permanently exclude them.

The policy does not include a strategy for passing responsibility for core discipline over to another colleague, or to a more senior member of staff. However, a collegiate approach, led/supported by senior managers will support all staff in their duty. At level 2 and 3, for example, where it is felt necessary students would receive two sanctions, one from the lead member of staff, and one from a more senior colleague. All level 2 and 3 discipline sheets are monitored by the Deputy, Pastoral Development, Behaviour and Welfare.

3. All staff are required to record incidents (positive and negative) on the appropriate record sheet using Behaviour Watch and to forward these to appropriate personnel following application of an appropriate reward/sanction.
4. Where it is felt necessary a D6/D7 incident should be reported to the Deputy, (Pastoral) (or in her absence, another senior member of staff), as a matter of urgency. These incidents generally will require a more immediate response. It is accepted in these circumstances that it may not always be possible for the lead member of staff to undertake a sanction with that student (eg, because the child is subsequently excluded from school).

Non-uniform items (ie, relating to jewellery, clothing, haircuts, etc), will be dealt with as either D7 (Self Discipline), but most likely, D6 (Considering the Safety/Welfare of Self and Others). With regard to the latter (D6), this relates to our duty of care in relation to safeguarding. Examples of this follow to clarify this aspect. The school will discipline children under D6 (or D7) in the following instances:

- Health – students who have piercings which would necessitate them having non-uniform jewellery in place (eg, additional stud earrings)- the school's safeguarding policy would require such items to be removed which could lead to health problems. This is why such piercings are not allowed.
- Safety – rings and other additional items of jewellery – these would be deemed to place the student and other children at risk of injury
- Bullying/Harassment – students who wear non-uniform items of clothing (eg, wrong colour; slogans, trainers, etc) place themselves at risk of being bullied

Parents are expected to support the school's authority to discipline its pupils in relation to the Behaviour Management policy and these additional safeguarding issues.

#### **4 Effective Management of Behaviour Policy**

Please note that the Anti-bullying and Attendance Policies are published separately Updated in line with DfE Guidance, "Behaviour and discipline in schools" (2016), Exclusion from Maintained schools and the Use of Reasonable force (2013).

##### Reference to Teachers' Standards

Teachers will:

Manage behaviour effectively to ensure a good and safe learning environment by:

- Having clear rules/routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Demonstrating proper and professional regard for the ethos, policies and practices of the school within which they teach.

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). If it is felt necessary teachers will impose detention outside school hours and can confiscate pupils' property.

In developing the behaviour policy the following ten key aspects of school practice will be developed to ensure effective behaviour management and help to contribute to improving the quality of pupil behaviour.

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition; and
10. Organisations and facilities

## **5. Roles and responsibilities**

There are different stakeholders in relation to management of pupil behaviour. This includes:

### **5.1 The governing board**

The Governing Body (through its stakeholders), will be clear about the general principles which inform the behaviour policy.

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Deputy Headteacher (Welfare), giving due consideration to the school's Code of Conduct for behaviour. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher has decided the standard of behaviour expected of pupils at the school. They have also determined the school rules and any disciplinary penalties for breaking the rules.

The Headteacher will:-

- create a culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- set out measures in the behaviour policy which aim to promote good behaviour, self discipline and respect, that prevents bullying and ensure that pupils complete assigned work.
- ensure that every teacher is good at managing and improving children's behaviour
- ensure that all staff have the necessary skills to manage and improve

children's behaviour

- have a policy that regulate the conduct of pupils

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents efficiently on Behaviour Watch
- The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6 Pupil code of conduct**

In respect of the responsibilities of staff, students and their parents:

Pupils are expected to:

- the policy will be consistently applied
- Behave in an orderly and self-controlled way
- Show respect and courtesy to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- The behaviour policy will be clear and understood by all staff, parents and pupils

**Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**7. Rewards and sanctions**Rewards

These include acknowledgement (verbal/non-verbal), 1:1 discussion, comments on work, notes in planners, house points, work displayed, work shared with other/s, certificates, reward trips, contact home, meeting with parent, special responsibilities/privileges wider recognition, eg, through daily dismissal, or through termly awards ceremonies, etc. To exemplify this, the balance of positive to negative referrals made in the year 2016-2017 is 9:1 in favour of praise. The recommended level is 5:1. Positive referrals ("green" sheets) represent only one

aspect of our reward structure.

## Sanctions

When poor behaviour has been identified, sanctions will be implemented consistently and fairly in line with the behaviour policy. There will be a range of disciplinary measures. These include additional support, 1:1 discussion, putting a pupil 'on report', come-back requests copying/extra/catch-up/research tasks, detentions (break, lunchtime, after-school), notes in planner, referring the pupil to a senior member of staff, contact home (letters or phone calls home to parents), meeting with parent, supervision in class, written warnings, isolation (this will be for agreed time spans and time spent in isolation will be used as constructively as possible), notice of intention to exclude, behaviour contracts, sanction record, fixed or permanent exclusion. Following a period of exclusion, students may spend up to one full day in the inclusion room.

We may use the isolation room in response to serious or persistent breaches of this policy.

Pupils who do not attend a given detention will be given a further detention and a senior member of staff should be notified or help from the students' keyworker should be requested to ensure that the detention is completed.

The isolation room is managed by Deputy Head (pastoral).

## **7 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.1 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Students who make malicious allegations against staff will be disciplined under code D6 or D7 and the Headteacher will make a decision as to the appropriate sanction at that level to be applied, which will include, but not necessitate, fixed or permanent exclusion of the student. The School will follow government and local authority guidance in relation to allegations against staff.

Please refer to our safeguarding policy/procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Be aware and support the Standard Operating Procedures
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **9 Physical restraint and confiscation**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### **Use of Reasonable Force and the Power to Search Pupils.**

1. All school staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.
2. School staff can search pupils with their consent for any item. Staff will make a professional judgement supported by written explanation of that decision to the Headteacher, that any child to be searched is competently able to give their consent.

3. The Headteacher (or staff members authorised by the Headteacher) have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item identified under the Code D7, to include knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property and any other item banned by the school rules which has been identified in the rules as an item which can be searched for.
4. Headteachers and staff authorised by the headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items (ie, knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property).
5. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

### **Use of Physical Intervention by staff to control or restrain pupils**

#### Minimising the Use of Force

1. The overall school ethos focuses on the desirable outcome of minimising any risk of incidents that might require the use of force
2. Every alternative should be sought and all staff should be part of this process. Marshfields School will consider any suggestions with regard to individual pupils or groups of pupils that would minimise risk. Developing effective relationships between pupils and staff is central to good order
3. Through an active PSHE programme pupils will be taught how to manage conflict, strong feelings and their individual behaviour patterns that affect others
4. Staff will always seem to de-escalate incidents if they do arise, using school agreed strategies, such as time out, work elsewhere, distraction techniques
5. Force will only be used when the risk involved in doing so are outweighed by the risks involved in not using force
6. Risk assessments and positive handling plans for named individual pupils are to be put in place and regularly updated.

#### **Staff Authorised to Use Force**

All staff who have permanent or temporary contracts are authorised by the Headteacher and Governors to have control or charge of pupils. Those staff automatically has the statutory power to use force for restraint or control.

The use of physical intervention by staff is low. A number of staff are trained in the principles of Team Teach. These staff have completed the 2 day basic Team Teach training and have one day follow up after a period of 2 years (list on physical handling file). Updates and guidance are given at regular points as required.

All incidents that involve any form of physical handling must be recorded on the form provided by the end of the working day. These are logged on Behaviour Watch, and a further log of incidents is recorded in the NAES bound and numbered book.

## **10 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **10.1 SEND**

The School conforms to legislation in relation to special educational needs and disability.

We expect that all pupils will conform to the Code of Conduct which ensures that none of our students are disadvantaged and/or confused by standards inconsistently applied to individuals or groups.

As deemed necessary by the school, we make reasonable adjustments in relation to the support we offer, but safeguarding, safety and welfare of the student and other students in the school will be paramount to any decision relating to these adjustments and we would not expect this to amount to inconsistency in the way that the behaviour management policy is applied to different students. Context, frequency, staffing input and severity of incident, etc, will be used to determine individual sanctions. This would not be deemed as "inconsistency".

If an adjustment is deemed necessary, this might include calling an Annual Review early, or using local authority systems to provide additional support or an alternative placement.

## **10.2 Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Students all have an identified Keyworker from the Inclusion Team who has been agreed given the students' main area of need.

## **11. Training**

Our staff are provided with training on managing behaviour, including proper use of positive touch, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governors every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Bullying Policy

Originator: Shelley Taylor

Presented to HR Governors Committee

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