



New Bewerley Community School Behaviour Policy

Aims and Expectations

In line with the Home/School agreement it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has three school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly, and matching the needs of the child we apply this behaviour policy in a consistent way

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

When seeking to enable children to understand the effect of their actions the aim is to develop empathy and personal responsibility. School staff will take every opportunity to adopt restorative practices, involving parents or carers where appropriate. The aim is that children learn to accept responsibility, how to repair damage caused and agree resolutions with those concerned and not for them or on their behalf (appendix 1).

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The class teacher discusses the school rules with each class which are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. Our school rules are:

- Follow instructions
- Keep hands, feet and objects to yourself
- Use positive language

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time and that all children work to the best of their ability.

All staff members in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children follow our school rules.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The class teacher is also expected to provide positive feedback to parents/carers about improved or positive behaviour.

The school has adopted 'Second Step' (appendix 2), a programme that incorporates the teaching of effective skills including:

Unit 1- Empathy Training

Unit 2- Impulse Control and Problem Solving

Unit 3- Anger Management

A whole school technique to **gain a large group of children's attention is to hold one** arm in the air. Children know that they need to copy the movement and stop talking.

Rewards

The use of praise fosters motivation and high self-esteem; two major factors in evolving self-disciplined pupils. Systems of reward and praise, based on the overall school system, are developed by each teacher. Regular verbal feedback is given to reinforce positive behaviour. Children are **"caught being successful". Good role models are identified.**

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children
- text to inform parents
- teachers give children stickers
- each week we nominate a child from each class **linked to the week's ethos statements**
- each child nominated receives a certificate in the school assembly
- we give termly awards for attendance
- Parents/carers are informed of good behaviour or improving behaviour to reinforce improvement and share positive outcomes
- Celebrate achievements by showing work to another teacher/leader

Consequences

The school employs five warnings to enforce the school rules, and to ensure a safe and positive learning environment.

- If a pupil breaks a rule, a warning is given and recorded on a class monitoring chart (appendix 3)
- Second warning- he/she will move away from the rest of the class for 5 minutes.
- Third warning- the pupil will work away from the rest of the class for the rest of the session. A behaviour database sheet is completed (appendix 4)
- Fourth warning- the pupil will be sent to their partner class for 15 minutes. A behaviour database sheet is completed
- Fifth warning- the child will work with a member of the leadership team for an hour parents / carers will be contacted. A behaviour database sheet is completed

We employ each sanction appropriately to each individual situation. Depending on the severity of the **child's actions immediate action may be needed** to be taken. If a child displays consistent or severe misbehaviour (e.g. violence, abusive language, and disrespect to a member of staff) he/she will automatically be sent to the headteacher. Other consequences are automatically by-passed.

The school keeps behaviour sheets and uses and a digital system to record disruptive behaviour. The class teacher records all warning given in the classroom. These are collected weekly and monitored by the Behaviour Support Worker. We also keep a record of any incidents that occur at break or lunchtimes.

School has an ethos of using positive language in order to prevent bullying and all forms of discrimination. If we discover that an act of bullying, intimidation or incident of hate has taken place, we act immediately to stop any further occurrences of such behaviour. Any reports of such behaviour will be recorded and reported to all parents/carers of the children involved. The Local Authority will also be notified.

In responding to serious incidents of challenging behaviour, staff will adopt restorative practice techniques.

Assemblies

Children are expected to walk in to and exit assembly quietly. Children are not allowed to talk to each other during the assembly. If a child is caught talking then will miss part or all of their next playtime.

Lunchtime and Break time

'Green cards' can be awarded to individuals at lunchtimes and break time to reward exceptional behaviour
Consequences

If a child breaks a rule at lunchtime or break time the following sanctions apply;

- A warning is given and child spends 5 minutes with a member of staff
- Repeated warning will result in the child missing some of their playtime or being issued with a yellow card
- **If a child receives a yellow card a letter will be sent home to the child's parents/carers and the child will spend the next lunchtime with a member of the school leadership team or Behaviour Support Worker**
- **3 'Yellow cards' (within a 2 week period) will result in a 'red card'. This will mean that the child will be supervised by a parent/carer for a period of one week during.**
- Yellow or red card consequence time is an opportunity for restorative practice to be followed through under the guidance of a senior member of staff or Behaviour Support Worker

Individual Behaviour Plans and Multi-agency Assessments

If misbehaviour continues over a period time, the class teacher seeks help and advice from the head teacher/behaviour support worker. This may result in a child being placed on a half hour (appendix 5) sheet or an Individual Behaviour Plan (appendix 6). It may be necessary to make a referral to Local Authority for behaviour support. Then the class teacher liaises with external professionals, as necessary, to support and guide the progress of each child.

Whilst it is the policy of the school for children to remain in class it may be necessary for children to be withdrawn for safety reasons. If children are removed from class then they will be taken to the JP room and left to work with the Behaviour Support Worker (BSW) whilst any additional adults return to

the classroom as directed by the BSW. In extreme circumstances only the BSW may request additional support.

Fixed-term and Permanent Exclusions

Exclusion is an extreme action and only occurs when all other avenues have been considered. Only the headteacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods. The rules of exclusion set by Leeds City Council will be adhered to.

A child may be excluded if:

- There is deliberate physical or verbal abuse to a member of staff
- Repeated abuse towards other children
- Gross physical violence to other pupils
- The child continues to cause educational harm by repeatedly disrupting work of the class.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. The headteacher informs the Local Authority.

After the fixed-term exclusion has finished, discussions will then take place with parents/carers to ensure that the child understands what standard of behaviour will be expected of their child, and the part that home and school has to play in trying to ensure its achievement.

The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The headteacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Local Authority is informed.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Adjustments will be made if exclusions apply to vulnerable children.

Reasonable Force

Although school **does not have a 'no-contact' policy, physical intervention is not used as a form of discipline.** Staff members only intervene physically to restrain in line with government guidelines. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(use of reasonable force – July 2013), these are:

- 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, school trip or visit
- Prevent a pupil from leaving the classroom where allowing the pupil to leave would risk the 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
- Restrain a pupil at risk of harming themselves through physical outbursts

School cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment (use of reasonable force – July 2013).

Adjustments will be made if reasonable force is applied to children with a disability.

If reasonable force is used, staff must complete a physical intervention report form and parents will be informed.

Searching, Screening and Confiscation

The department for education (Feb 2014) states that school staff can search a pupil for any item if the pupil agrees. The headteacher and staff authorised by him/her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff will seek authorisation from the headteacher or leadership team should this be necessary. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person
- Mobile phones

Staff can seize any prohibited item found as a result of the search.

The Power to Discipline beyond the School Gate

At New Bewerley Community School bad behaviour, intimidation or incidents of hate witnessed by a member of staff or reported to school whilst a child is wearing his/her school uniform and travelling to and from school will be treated seriously. If it is believed that children have not followed the school rules during this time then the same warnings/consequences will be applied.

If school believes **that the child's behaviour is anti-social** then the police may be informed. If the behaviour is criminal or poses a serious threat to a member of public, the police will be informed. School will also ensure that significant steps are taken to safeguard the child.

Pastoral Support for School Staff (DfE Statutory Guidance)

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

As employers, schools and local authorities have a duty of care towards their employees. It is important that New Bewerley Community School provides appropriate pastoral care to any member of staff who has been accused of misconduct. Employers should not automatically suspend a member of

staff. The governing body should instruct the headteacher to draw on the advice in the **'Dealing with Allegations of Abuse against Teachers and Other Staff'** guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Monitoring

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Governors review this policy annually.

Date agreed:

Reviewed:

Signed:

Date:

Appendices

Appendix 1

Restorative Practice:

When responding to serious incidents of challenging behaviour, staff will follow the restorative practice questions:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

In responding to those harmed, staff will ask the following questions:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been about since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

The **use of 'group conferences' and/or 'circles' [including parents/carers as appropriate] is promoted** within New Bewerley Community School as a way of developing responsibility and empathy.

Appendix 2

Second Step

Through the program the school teaches important strategies for pupils to use in times of difficulty.

These are:

- i) Calming yourself down/what to do when you are angry:
 - Stop and think.
 - Ask yourself: How does my body feel?
 - Try to calm down by: Taking deep breaths, counting backward slowly, thinking calming thoughts, talking to yourself
 - Think out loud to solve the problem. (KS2)
 - Think about it later. Ask yourself: Why was I angry? What did I do? What worked?
What didn't work? What would I do differently? Did I do a good job?

- ii) How to solve problems:
 - What is the problem?
 - What are some solutions?
 - For each solution, ask yourself: Is it safe? How might people feel about it? Is it fair? Will it work?
 - Choose a solution and use it.
 - **Is it working? Yes! If not, what can I do now?**

Appendix 3

Class monitoring sheet

Name / Day	Mon	Tue	Wed	Thurs	Fri
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Name of pupil: _____
report: _____

Form: _____

Member of staff making

REPORT DETAILS: Please tick **ONE** category from each of the behaviour, time, location and action columns.

Type of behaviour	Time	Location	Action
Assault on pupil	All day	5-a-side pitch	Daily report
Assault on adult	Am break	After school activities	1/2 hour report
Bullying	Am registration	Bus	Exclusion
Disrespectful	Assembly	Changing rooms	Internal exclusion
Defiance	Before school	Classroom	Permanent exclusion
Damage to property	End of school	Dining Hall	Red card
Disruptive behaviour	Lesson time after dinner	D/T room	Yellow card
Equipment	Lesson time before break	Garden to front	Parent/guardian informed
Fighting	Lesson time before dinner	Pond Area	Referred to Head
Left class without permission	Lunchtime	Hall	Referred to Deputy Head
Left school premises	Pm break	ICT suite	Ignored
Lunchtime incident	Pm registration	Corridor	Consequence time
Not on task		MUGA	Removal from classroom
Racist incident		Nursery	Time out with Learning Mentor
Spitting		Office area/Reception area	Time out with BSW
Swearing		Out of bounds	Physical intervention
Theft		Outside school grounds	Catch-up time
Threatening behaviour		Playground	Monitoring
Truancy		Top field	Police involvement
Verbal abuse /adult		Swimming pool	Banned from activities
Verbal abuse/pupil		Rainbow room	Other
Not following school rules		JP Room	
Other		Other	

Additional comments: *Please include any further relevant details for the report.*

Member of staff to whom report is being referred: _____

Appendix 5
Half hour sheet

Name.....**Date**.....

Time / Lesson	Comment	Stamp	Initials
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9:00-9:30			
9:30-10:00			
10:00-10:30			
10:30-10:45 (Break)			
10:45-11:30			
11:30-12:00			
12:00-1:00 (Lunch)			
1:00-1:30			
1:30-2:00			
2:00-2:30			
2:30-3:15			

Appendix 6

Individual Behaviour Plan

<p>Behaviour causing concern</p> <p>1)</p>
<p>Pupil Targets</p> <p>1)</p> <p>2)</p> <p>3)</p>

Consequences

Parents

Any other agencies involved

Review.....