

Policy for Behaviour

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Policy Statement

At Swanland Education Trust (SET) we strive to be: **EXCEPTIONAL. TOGETHER.** Creating great schools, ensuring better lives for all who we serve through our 6 core values:

- **Family and Community;**
- **Trustworthy;**
- **Inspiring;**
- **Unique;**
- **Creative;**
- **Aspirational.**

Purpose

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative practice aims to build our community and to repair and strengthen relationships within our community.

Scope

This policy applies to all stakeholders within the Trust.

Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to Policy for Behaviour is applied across the Trust.

The **Head Teachers** are responsible for ensuring that staff adhere to this policy and procedure and it is applied consistently across their school.

Employees are required to actively engage with the policy and implement it accordingly.

Equality and Diversity

Swanland Education Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines;
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

Introduction

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed up by senior staff and the head teacher.

(Behaviour and discipline in schools – Advice for head teachers and school staff – February 2014)

Swanland Education Trust stands against all forms of disruptive, antisocial or aggressive behaviour, whether exhibited in the classroom, the playground or indeed within the wider community out of school hours.

The Trust embraces Restorative Practice (RP) as a means of empowering all members of the schools community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible children.

The trustees, governors and staff believe it is the right of every child to have equality of access to a broad, balanced, relevant, well-matched and coherent curriculum.

For this philosophy to hold true, the environment in which the children are ensures the progression and continuity to which they are entitled, must be as secure and supportive as the parents and staff can possibly provide.

As adults, it is our responsibility to ‘make a difference’.

The Trust’s policy on behaviour

The trust has a very comprehensive policy on behaviour.

Its purpose, is to provide the staff and children with a consistent whole school approach and give guidance to parents.

It includes, amongst other things, the way in which:

- Children and staff address one another, (this includes lunchtime supervisors, support staff and clerical officers);
- Children move around the school;
- Children consider the feelings and belongings of others.

Children might expect to be reprimanded should they fail to keep their promise as laid down by the individual school. (see local school protocols for details)

Staff responsibilities

- To role model good behaviour and positive relationships
- To create positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone
- To foster a restorative approach to behaviour management

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school.

Home school agreement

Parents agree to a home school agreement on the way in which children should conduct their selves at school.

Rewards

Good behaviour is essential in any community and at our schools we have high expectations for this. Children recognise and understand the schools rules/charter and this is referred to often in class and assemblies.

There are numerous rewards available to children. See local school protocols for how individual schools give out rewards.

Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Discipline

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

(Behaviour and discipline in schools – Advice for head teachers and school staff – February 2014)

Sanctions

When a child's behaviour falls below expectation or they misbehave, the schools will have a range of sanctions available to use. See local school protocols for how individual schools will do this.

Children's needs

Staff will consider whether persistent poor behaviour or changes in behaviour, gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff will follow the school's Safeguarding Policy where this may be the case. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

Behaviour plans

Where persistent poor behaviour occurs, staff and parents will meet with the teacher, and where necessary a member of the Senior Leadership team or SENCO, to discuss a behaviour plan for the child. This may include specific rewards and sanctions that are relevant to that child's behaviour and needs and which may differ to the general class and school rewards systems.

Isolation/internal exclusion

Disruptive children can be placed in isolation (also termed an internal exclusion) away from other children for a limited period to an appropriate room within the school. Isolation should only be used when it is in the best interests of the child and other children and a member of staff should remain present at all times. Isolation will be used until it is deemed safe for the child to return to the classroom situation or the child can be taken home by a parent or carer. Often this will be part of a specific behaviour plan for a child.

Exclusion

We see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school. This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the child, there is a review of behaviour. This involves the senior leadership team of the school and the

trust's appointed/nominated person. At this stage, strategies are put in place to support the child which lead to effective change in the behaviour choices they make. Following this, if the behaviour continues to escalate, schools will present the case to a 'behaviour panel' made up of senior staff from the trust. At this point several options are available to the panel to suggest as ways forward. This may be that further work needs putting in place by the school or that a referral is made for the child to receive more intensive behaviour support provision. As a very last resort or after a serious incident a fixed term/permanent exclusion may take place.

Confiscation

The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from the liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The teacher may allow the child to have their items back after a set amount of time e.g. at the end of break, end of the day/week, or they may ask the child's parent to come in to school to pick up the item.

Using reasonable force

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves/others, or damaging property and to maintain good order and discipline in the classroom. Members of staff within the school may have received positive handling training which enables them to handle children in more challenging circumstances. Details of the members of staff who are trained in positive handling are listed in the Local School Protocols.

There is a policy for physical intervention.

The head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for dangerous or prohibited items or articles that have been or could be used to commit an offence or cause harm.

- Staff will ensure that the school policy on physical intervention is followed and that any incidents requiring such action will be logged with the Head Teacher or appropriate senior manager, and parents informed on the same day.
- Only adults designated by the Head Teacher in the school policy should use physical intervention as a last resort to protect the safety of children or adults.

Children misbehaving outside of school premises

Staff may discipline children for incidents outside of the school premises when the child is:

- Taking part in any school-organised or school related activity;
- Travelling to or from school;
- Wearing school uniform;
- Is identifiable as a child at school;
- Where the behaviour could have repercussions for the orderly running of the school;
- The behaviour poses a threat to another child or member of the public;
- The behaviour could adversely affect the reputation of the school.

The staff member can only discipline the child on school premises or when the child is under the lawful control of the staff member e.g. a school trip.

Bullying (See Anti – Bullying Policy)

Any incidents of bullying will be dealt in the first instance by the class teacher. If deemed necessary, this will be referred to the head teacher. All incidents will be recorded and filed using the schools determined procedures, see local protocols for recording keeping details. Where possible a restorative system for dealing with the bullying behaviour will be used.

Racist incidents

Any racist incidents will be referred to the head teacher and will be dealt with in accordance with the sanctions above. Parents of both the miscreant and any victims will be informed and the incident will be recorded in the school's records of racist incidents, see local protocols for recording keeping details. Where possible a restorative system for dealing with the racist behaviour will be used.

Sharing the behaviour policy with staff and parents

The head teacher will publicise the school behaviour policy on the school's website and as part of an induction process for new staff.

TO SEE HOW EACH SCHOOL WILL ENACT THIS POLICY AT A LOCAL LEVEL, PLEASE REFER TO YOUR CHILD'S SCHOOL WHERE YOU WILL BE PROVIDED WITH A COPY OF THEIR LOCAL SCHOOL PROTOCOLS