



BEHAVIOUR MANAGEMENT POLICY

ORIGINATOR: Kelly Jackson

SLT LINK: Stuart Williams

July 2018

Contents

KEY PRINCIPLES	2
STAFF POWERS TO DISCIPLINE	2
Outside of School	3
HOW WE RECOGNISE ACHIEVEMENT	3
Rewards and recognition	3
SANCTIONS	4
Catch up	5
REPORTING BEHAVIOUR.....	5
DRUG AND OFFENSIVE WEAPON RELATED INCIDENTS	5
SEARCHING AND CONFISCATING ELECTRICAL DEVICES	6
PHYSICAL CONTACT BETWEEN STAFF AND PUPILS.....	6
PASTORAL SUPPORT	7
DISABILITY	8
BULLYING	9
Introduction	9
Preventing Bullying	9
How we manage bullying	10
Supporting the victim	10
APPENDIX 1 Get Ready to Learn!.....	11

KEY PRINCIPLES

This policy applies to all School pupils and should be read in conjunction with the Federation Exclusion Policy.

The School believes that a pupil's poor behaviour has a detrimental effect on their progress and that of other pupils in their class/group. This policy is intended to support staff to ensure that all pupils are able to maximise the progress they make.

The School expects:

- all pupils to show respect and courtesy towards teachers, other staff and towards each other;
- all pupils to respect their surroundings and facilities they have access to;
- parents to encourage their children to show that respect and support the School's authority to discipline its pupils;
- all staff to contribute to managing and improving pupil behaviour, leading by example and not expecting pupils to do something they wouldn't be willing to do themselves.

In order to help create an ethos where mutual respect is the norm, the Head of School will support staff's authority to discipline pupils and ensure that this happens consistently across the School.

It is a key responsibility of all staff to manage the behaviour of pupils they are responsible for, supported by the Head of School.

The key elements in achieving an ethos in the School where every member of the community can work in a calm, happy and purposeful atmosphere are:

- a curriculum that caters for the needs of the individual;
- recognising that pupils are individuals and our approach should be tailored accordingly;
- stimulating and interesting lessons, including ensuring careful planning;
- good classroom management;
- friendly, positive but firm relationships between staff and pupils;
- pupils who follow all reasonable requests made of them by any staff.

We believe that by treating pupils with respect and fairness and teaching them well, they will respond positively. Discipline must be part of a positive atmosphere of achievement rooted to the work they are being asked to complete. Staff will focus on phrases such as 'your work is not up to your usual high standards' rather than a negative comment, this implies that we still value the individual; it is their behaviour we do not approve of.

STAFF POWERS TO DISCIPLINE

Teachers, teaching assistants and other paid staff have the power to discipline pupils whose behaviour is unacceptable, who break the School's Routines for Learning or fail to follow a reasonable request. They may apply any of the sanctions, saving exclusion, outlined in this policy, provided they are acting reasonably and proportionately when doing so.

Outside of School

Their power to discipline applies to pupil behaviour in and outside of School, in the following circumstances:

When the pupil is:

- taking part in any School-organised or related activity;
- travelling to or from the School;
- wearing the School uniform;
- in some other way identifiable as a pupil at the School.

or behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the School;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the School.

HOW WE RECOGNISE ACHIEVEMENT

We believe that people respond best to praise for the positive behaviour we want to see, rather than focusing on the poor behaviour we do not. Our ethos is one built on trust; we do not have bells or areas that are out of bounds to pupils (except for reasons of safety), believing that by trusting pupils and giving them opportunities to grow, they will respond positively and the School will be a calmer place as a result. As staff, we model the behaviour we wish to seek from pupils; picking up litter, queuing with pupils at break and lunch, and speaking with pupils in a calm and reasonable manner.

Rewards and recognition

In order to help create this positive ethos we have a range of techniques and rewards that we use:

- praise of individuals or groups for achievement for good behaviour;
- involvement of pupils in the leadership of the School through the pupil council, staffing appointments and prefects;
- praise from a senior member of staff to reinforce the recognition of achievement;
- the use of positive comments on homework or classwork;
- displays of work;
- the use of assemblies to present certificates and celebrate wider achievements;
- public recognition of achievement in our media outlets;
- contact home by phone or letter;
- house points and inter-house competitions;
- opportunities to take responsibility for their own behaviour and that of others through trips and visits.
- external publicity in the local newspapers.
- a smart uniform that encourages pupils to take pride in themselves and the School, personalised by badges that demonstrate their achievements and responsibilities.

Pupils, parent, staff and governor views are canvassed to ensure that the systems of recognition and rewards are effective and continue to motivate our community to do their best. From this new rewards such as 'good manners' awards have been created.

SANCTIONS

Unfortunately, pupils at different times do not meet our expectations. When this occurs it is important that School procedures are followed. It is important that action is taken which is appropriate to the level of the behaviour, taking into account the individual circumstances of the pupil. Our 'Get Ready to Learn' (appendix 1) agreement drafted by the School Council details key expectations that all pupils should follow, and sanctions should be applied if they do not.

Our **Get Ready to Learn** agreements are:

1. I will listen to my friends and teachers.
2. I will do my best and take pride in my work.
3. I will show respect and have a positive attitude.
4. I have the right resources and equipment to do my work.

Sanctions should aim to improve a pupil's behaviour to allow learning to take place. It is important to only punish those specific pupils whose behaviour falls short of our expectations; it is never appropriate to punish whole classes or large groups for the behaviour of individuals. The sanction applied must be proportionate to the circumstances, and account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, School staff should follow the Federation's Safeguarding Policy.

The sanctions that staff may apply are:

- a short conversation about behaviour and its impact on learning, outlining the consequences if the behaviour does not improve;
- a cooling-off period within another classroom (no more than 10 minutes per lesson);
- the confiscation of a pupil's personal item which is preventing their or others' progress e.g. mobile phones and music players or any other such item. These should normally be returned at the end of the day, or for repeat offenses, by the parent collecting it from the School office;
- break time catch-up sessions, no notice for the pupil or parent is required;
- lunchtime catch-up sessions, no notice for the pupil or parent is required;
- being asked to work in another classroom or office;
- contact home by phone, email, letter or in person;
- restorative justice, for example asking the pupil to apologise for their actions, requiring that they support staff to rectify/pay for any damage they have caused, this could be the result of either deliberate or unintentional damage to equipment or the building caused by careless behaviour;
- pastoral report;
- removal from some lessons;
- pastoral support plan drawn up with parents, pupil and Head of School;
- fixed-term exclusion (please see the Federation's Exclusion Policy);
- referral to relevant multi agency;
- permanent exclusion (please see the Federation's Exclusion Policy).

When dealing with any disciplinary matter remain calm and quiet; firmly and politely take the necessary steps in a way that does not further escalate the problem. We all expect fair treatment, and verbal confrontation often escalates a situation. The Head of School will work with staff to support them in these situations. Alongside any action, staff must keep appropriate records using a behaviour tracking system.

Catch up

The phrase 'catch up' is used by the School to describe in law what is known as a 'detention'; this is a legal power to detain pupils whose behaviour or progress is causing a concern. Parental consent is not required to detain pupils, as all catch-up sessions will occur within School hours.

They may be issued as a sanction whenever a pupil has not made adequate progress in a lesson or piece of work, or their behaviour falls short of our expectations. Any member of staff can issue a catch up. The length of the catch up will be determined by the member of staff issuing it.

A catch up can be given during any School day, for example, at break or lunchtime.

REPORTING BEHAVIOUR

The School uses a behaviour tracking system to track and monitor pupils' behaviour. It allows the Head of School and class teachers to monitor patterns and individual pupil concerns across the School. When a pupil has significantly disturbed the learning or well-being of others which has resulted in contact home or a more serious sanction, a behaviour tracking system entry will be made.

The member of staff should record the nature of the incident, write a brief summary of what happened and record any action they have taken in response to the pupil's behaviour.

This system allows the pastoral support team to monitor those pupils who are causing most cause for concern and offer further support for the staff and pupil as required.

Parents of pupils whose behaviour has caused concern over the course of the term will be notified in writing with a copy of their child's behaviour log provided.

House points (on a central system) are used as a method of recording good work, positive attitudes and contributions to the School ethos.

DRUG AND OFFENSIVE WEAPON RELATED INCIDENTS

The School will not tolerate the presence or misuse of drugs on its property and will act promptly and appropriately on such occasions. Pupils will be provided with information about the use and misuse of drugs through a drug education programme delivered by teachers, following clear guidelines and using professionally recognised materials.

Staff can search, without consent, for an offensive weapon or if they have reasonable grounds for suspecting someone may be carrying drugs. Should illegal drugs or offensive weapons be found in the possession of a pupil, a range of sanctions could be applied, including permanent exclusion. Police involvement is also likely to be sought. Staff have the right to search a pupil suspected of being in possession of drugs and can request that the pupil empty pockets, bags or lockers. The School reserves the right to search lockers without notice or consent, removing locks or other security as required.

All pupils and staff will be made fully aware that serious consequences will follow if they are caught dealing drugs or carrying offensive weapons on site. Such behaviour will lead to the Head of School seriously considering permanent exclusion for the pupils involved. Please read the Federation Exclusion Policy for more details.

Prescribed drugs are dealt with according to the Federation's Supporting Pupils with Medical Conditions Policy.

SEARCHING AND CONFISCATING ELECTRICAL DEVICES

Staff have the right to confiscate any electrical device.

They may examine any data or files on the device, if they believe there is a good reason to do so.

In determining a 'good reason' to examine the data or files, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching, or break School rules.

If inappropriate material is found on the device it is up to the Head of School to decide whether he/she should delete that material, retain it as evidence (of a criminal offence or a breach of School discipline) or whether the material is of such seriousness that it requires the involvement of the police.

If a pupil refuses to co-operate with staff, the device will be confiscated until the relevant authorities are contacted.

PHYSICAL CONTACT BETWEEN STAFF AND PUPILS

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils and children, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils or children this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil or child.

The circumstances in which staff can physically intervene with a pupil or child are covered by the 1996 Education Act. Staff may legitimately intervene to prevent them from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. Please refer to the Federation Staff Safer Care Code of Conduct for further guidance.

PASTORAL SUPPORT

The School aims to offer a range of support to improve behaviour.

These include:

- Meeting with parents/carers;
- Changes to their curriculum to allow a fresh start or more focussed study;
- Mentoring by an adult (when resources allow);
- Pastoral support from teachers;
- Instigation of a pastoral support plan that offers bespoke advice to staff in order to manage the individual needs of a pupil;
- Cognitive behaviour therapy delivered by staff;
- Special Educational Needs assessment;
- The offer of a managed move;
- Local Authority involvement;

Pastoral Support Plans may be instigated for pupils whose behaviour presents a more long-term cause for concern and for those who are at serious risk of exclusion. Meetings to set these up take around an hour and involve the Head of School, the pupil and parents. It is a two-way process.

Pastoral Support Plans are shared with staff to ensure appropriate strategies of support are being used. The pastoral support plan will identify reasonable adjustments to our management of the pupil's behaviour so that as a result of any disability or in anticipation of such that the pupil is not placed at a substantial disadvantage (please see section on advice regarding disability below).

Pastoral Support Plans give clear instructions for staff regarding adjustments we will make to support a pupil struggling to manage their behaviour (for example that the pupil must sit at the front of the room) and these must be adhered to at all times. As a School we recognise that we need to modify our approach to make the curriculum accessible for all. It is essential that staff instructions on Pastoral Support Plans are used. We will monitor and evaluate the success of these procedures and make changes where necessary.

The range of support on offer is delineated into stages which escalate the level of support and adjustments made as the pupil becomes at greater risk of exclusion. The majority of pupils are managed by their class teacher at Stage 1, and the Deputy Head and Head of School at Stages 2 & 3. The Head of School will consider permanent exclusion at Stage 4 and

governors will review this at Stage 5. The Federation Exclusion Policy should also be read in respect of the latter two stages.

The ultimate aim of our behaviour support programme is that all pupils become able to manage their own behaviour in line with the School's expectations without additional support. Pupils who continue to persistently breach these expectations despite the support outlined in this policy are at serious risk of permanent exclusion.

DISABILITY

The School will make reasonable adjustments to our Behaviour Policy to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. We will plan and put in place such reasonable adjustments to prevent that disadvantage. There is non-statutory guidance issued by the Equality and Human Rights commission (<http://www.equalityhumanrights.com/publication/reasonable-adjustments-disabled-pupils>). This guidance does not bind the School in any way but is a helpful guide.

The following are some of the factors that we are likely to take into account when considering what adjustments are reasonable to make to support a disabled pupil:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014. Please see the School's SEN Policy.
- The resources of the School and the availability of financial or other assistance.
- The financial and other costs of making the adjustment.
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil in respect of their behaviour.
- The practicability of the adjustment in relation to the efficient management of the School.
- The effect of the disability on the individual's behaviour.
- Health and safety requirements.
- The need to maintain academic, musical, sporting and other standards.
- The interests of other pupils and prospective pupils, in particular the effect of making an adjustment on the progress, emotional and physical well-being of other or prospective pupils.

In making a decision regarding an adjustment we will take into account the needs of other pupils or prospective ones to ensure that any adjustment does not result in significant disadvantage to other pupils. In such cases it may not be possible to make the adjustment.

BULLYING

Introduction

This policy is to ensure that we act to prevent discrimination, harassment and victimisation within or outside the School (as defined in this policy). We believe that a strong partnership and effective communication between staff, pupils and parents is critical to implementing this policy.

There is no legal definition of bullying. However at the School, it is defined as behaviour that is:

- repeated and;
- intended to hurt someone either physically or emotionally and/or;
- aimed at certain groups or individual because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault;
- making threats;
- name calling.

The School will take action whenever this happens whether face-to-face or in other forms such as via mobile phones or online (e.g. email, social networks, blogs and other electronic forms of communication).

Preventing Bullying

We aim to create an ethos within the School which discourages bullying and helps all pupils to feel secure and confident. Through tutorial sessions and assemblies we examine the subject of mutual respect, self-worth, confidence and bullying. We encourage pupils to feel confident about asking their class teachers for help, when they feel ill, unhappy, lost, or struggling with work or friendships. We emphasise the importance of attitudes and relationships; look at how we make decisions; how we react in different situations; friendship qualities and responses which help or hinder relationships.

The School through programmes aims to promote:

- social responsibility;
- success;
- fairness through tolerance and mutual respect;
- pupil involvement in decision making;
- the recognition of achievements;
- understanding of equalities and tolerance of others;
- an interesting and valuable curriculum.

All pupils can expect to:

- be treated with respect and equality by all members of the School community;
- be given every opportunity to achieve success;
- have their progress and achievements positively recognised.

How we manage bullying

When bullying is reported it is always taken seriously and dealt with sympathetically. Staff are aware that pupils might be reluctant to report incidents. Prompt reporting is essential to ensure that emerging bullying issues are identified and addressed.

All reported incidents of bullying are taken seriously because an accumulation of minor incidents, especially if they are perpetrated by more than one person, can have a serious effect on the victim.

A pupil who is concerned about being bullied or has witnessed such behaviour should report it to their class teacher or the Head of School.

If bullying is found to be occurring, the School will make a decision how best to ensure that the behaviour stops and the victim/s feels safe, depending on the individual circumstances this can include:

- restorative justice;
- isolation of the perpetrator;
- restricted breaks and lunchtime;
- closer supervision for example being placed on report;
- mentoring support;
- referral to Child and Adolescent Mental Health Services (CAMHS)
- fixed-term exclusion and, in the most serious cases when bullying has been persistent, the Head of School will seriously consider permanent exclusion (see Federation's Exclusion Policy).

The intention of these responses is to ensure that the bully knows that their behaviour is wrong. In deciding how to respond we also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the pupils engaging in bullying may need support themselves.

In addition, although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour, or communications, could be, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. Advice from the police will be sought if the Head of School believes that an offence may have been committed. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Supporting the victim

The School will also make sure the victim has the support they need in order to ensure that the behaviour they have experienced does not affect their social and emotional well-being or academic progress. Ultimately we want all pupils to feel happy at Catmose Primary.



I will listen to my friends and teachers.

I will do my best and take pride in my work.

I will show respect and have a positive attitude.

I have the right resources and equipment to do my work.