



BEHAVIOUR POLICY

PRINCIPLES

The school's belief that good behaviour and good discipline are the result of consideration for others is encapsulated in the first school rule "Be Kind".

The School Values further support the development of pupils and their behaviour through the following qualities:

- Kindness
- Courtesy
- Honesty
- Respect
- Perseverance
- Independence
- Confidence
- Leadership
- Humility
- Givers, not takers

The Code of Conduct is a shared expression of expectations for pupils, staff and parents.

AIMS

Our aims for behaviour in schools are that all children will:

- be tolerant and understanding of the feelings and needs of others
- develop a responsible and independent attitude towards their roles in the community
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- learn to have respect for others and to behave courteously towards them
- contribute to a safe environment
- be able to work in an orderly atmosphere
- be able to understand the role of and need for discipline as a positive part of school life
- be protected against any form of physical intervention which is either unnecessary, inappropriate (either to pupil or prevailing circumstances) excessive or unlawful

In addition we aim:

- to help staff to protect themselves against physical attack

- to provide a satisfactory environment in each school whilst, at the same time, minimising the risk of any accusation of improper conduct towards a pupil.

Discipline and the development of self-discipline are achieved through a co-operative process involving parents as well as teachers.

All members of the community work towards the school's aims by:

- respecting the children as individuals
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- encouraging, praising and rewarding good behaviour
- promoting a sense of belonging to the community
- actively promoting fundamental British values
- providing good role models
- supporting one another

STRATEGIES

All members of the school community must be made aware of and agree with the expectations of behaviour. This is achieved through staff induction and regular discussions at staff meetings, through assemblies and form time.

Parents should receive a clear explanation of the schools' ethos before they choose the school. A description of the schools' behaviour expectations and pastoral systems are mentioned at syllabus/curriculum information evenings, and reiterated before any residential trips.

Pupils are made aware that home and school are working in partnership.

PROCEDURES

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 pupils at all times. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and pupil respect between pupils, and between staff and pupils. The school also acknowledges its legal duties under the Equality Act (2006) in respect of safeguarding and in respect of pupils with special educational needs.

Each school has its own specific systems and procedures, with a range of options and rewards to praise good behaviour and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils and any other special circumstances that affect the pupil.

However the following guidelines apply to all.

- It is always unlawful to use force as a punishment.
- Any act of corporal punishment, or the threat of such an act, which causes or threatens harm or the expectation of harm to a pupil is strictly forbidden and constitutes gross misconduct.

Members of staff indulging in such behaviour; render themselves liable to disciplinary action and the possibility of prosecution.

- Physical intervention should only be used when required by the particular circumstances prevailing and never as part of a general regime.
- No pupil is to be locked in a room
- Reasonable adjustments should be made for disabled children and children with special educational needs
- The School accepts that there are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary such as:
 - when comforting a distressed pupil
 - when a pupil is being congratulated or praised
 - to demonstrate how to use a musical instrument
 - to demonstrate exercises or techniques during PE or Ballet lessons or sports coaching
 - to give first aid

Rewards

In order to foster and promote good behaviour, teachers:

- actively look for the positive
- praise, give positive feedback and reward good behaviour
- reinforce examples of correct behaviour wherever noted – in the children themselves, in books, in related incidents (news), through drama
- provide clear, consistent expectations of behaviour

Sanctions

- Teachers and teaching assistants/support staff 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 & 91, Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Head says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school.
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property

- **Disciplinary Guidance**
- Where necessary members of staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.
- The School accepts that there are occasions when physical contact, other than proportionate force, with a pupil is proper and necessary such as:
 - by members of staff with experience in managing difficult, aggressive and violent behaviour
 - when staff have good grounds for believing that immediate action is necessary

- when all other courses of action with regard to control have been tried the situation has developed so rapidly and to a degree that restraint has to be employed as the only justifiable response
- In the event of violent or aggressive act from a pupil, members of staff are encouraged to evacuate the classroom and seek immediate support from another member of staff or Senior Leader.
- Head teachers or authorised staff may search a pupil or their possessions where necessary in the interests of pupil safety. This may require the use of 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 banned under the school rules.
- Intimate physical searches are absolutely forbidden.
- Search of the pupil's outdoor clothing, hand baggage and school desks is appropriate.
- If there is a real belief that the pupil is concealing illegal substances or weapons then the Police should be called and the searching left to the Police. Every effort should be made to contact the parents prior to this.
- Pupils who are found to have made malicious accusations against school staff will be subject to the procedures in the school's Safeguarding and Exclusion Policies.

Exclusion

- The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School.
- Temporary or permanent exclusion is at the discretion of the Head.
- Details of the procedure are communicated in full to parents in the School's Terms and Conditions.

It is the responsibility of all staff to make themselves aware of the systems operating in their school. These systems will be revisited regularly as a staff body. Staff should monitor and compare the number and frequency of rewards and sanctions given in order to ensure that there is a shared understanding of standards and expectations in implementing the system.

REPORTING AND RECORDING

A good relationship between parents and school is essential. Parents should feel welcome at the school and should have access to the teacher at the beginning and the end of the day and to the Head, usually within 24 hours of a request for a meeting.

Reports on behaviour issues include:

- daily verbal reports
- comments in pupil planners
- written reports
- e-mails
- parent/teacher evenings
- records on the school management system (iSAMS)

Teachers are committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

Following any incident, a record of what occurred is logged on the iSAMS management system, with input from involved colleagues. The pupil should be given the opportunity to discuss, and if he/she wishes record, or have recorded, his/her feelings and opinions. This record must be completed with a nominated member of the SLT.

- Staff will need to account their justification/motivation in using proportionate force to control or restrain a pupil
- Parents will be informed of serious incidents involving the use of force.

School staff members receive training to ensure:

- thorough knowledge of how and when to put such principles into practice
- that in circumstances where more restrictive holding is necessary, there is a proven ability to apply approved methods.
- that if a pupil is recognised as having emotional and behaviour difficulties, appropriate management plans are understood and implemented in partnership with parents and children

REFERENCES

This policy has been informed by:

DfE Statutory Guidance 'Keeping Children safe in Education' (September 2019)
 DfE Advice 'Behaviour and Discipline in Schools' (January 2016)
 DfE Advice 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)
 The Education (Independent School Standards) Regulations (2014)
 DfE Advice 'Screening, searching and confiscation' (February 2014)
 DfE Advice 'Use of reasonable force in Schools' (July 2013)
 The Equality Act (2012)
 The Schools (Specification and Disposal of Articles) Regulations 2012
 The Education Act (2011)
 The Education and Inspections Act (2006)
 Health and Safety at Work etc. Act 1974

See also: [Anti-bullying Policy](#), [Code of Conduct](#), [Online Safety Policy](#), [Exclusion Policy](#), [Safeguarding and Child Protection Policy](#), [SEND Policy](#), [School Specific Rewards and Sanctions Policies](#)

This policy will be reviewed annually			
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