



**The New School**

**Behaviour Policy**

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This policy applies equally to all pupils across the school, including pupils of EYFS.

**References**

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Equality Act 2010
- DFE guidelines; Behaviour and Discipline in Schools; a guide for headteachers & schools 2016
- Education and Inspections Act 2006 section 93 - Use of Reasonable Force

**Introduction**

Guidance from the Department of Education states that:

- Teachers have statutory authority 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 says otherwise) with responsibility for pupils, such as teaching assistants.
- The Head must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- All arrangements need to be made to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Each behaviour policy is required to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils;
- ensure that reasonable adjustments are made for those with special educational needs and/or disabilities.

**Guiding Principles of this policy**

This policy takes as its guiding principle the need for care courtesy and consideration. It is dovetailed to be used with the Anti-bullying Policy, the Parent Handbook and Safeguarding Policy.

The New School is an inclusive community. We welcome pupils from a variety of ethnic backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, so as to enable them to become successful members of society.

**Aims of this Policy**

The New School aims to promote good behaviour through a culture of mutual respect. PSHE, assemblies and circle time provide opportunities within the classroom for good behaviour to be discussed and promoted.

The New School has a long established reputation for creating a positive, happy and welcoming atmosphere in the school which encourages good behaviour amongst its pupils.

During our day-to-day interaction with the children we, as a staff, aim to:

- create a happy environment which encourages and reinforces good behaviour;
- promote self-esteem, self-discipline and positive relationships through seeking out opportunities for praise ('catch them being good');
- ensure consistency of response to both positive and negative behaviour;
- ensure that the school's expectations and strategies are widely known and understood;
- define acceptable standards of behaviour through general discussion with pupils, informal conversations, through setting an example and through rewarding the behaviour sought;
- encourage the involvement of both home and school in the implementation of this policy.

We recognise that, increasingly, the school plays a central role in the children's social and moral development. All children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we aim to establish standards of behaviour based on the basic principles of care, courtesy and consideration and we work with the children throughout their career at The New School to instil these values.

### **Setting standards that reflect the school ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults at The New School we aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote good behaviour, through example, honesty, respect and courtesy;
- provide a caring, happy and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

### **Parent Handbook**

Our Parent Handbook aims to offer parents a clear explanation of how we work with children to create a happy and positive environment, whilst encouraging a traditional approach to good manners. Below (in italics) is an extract lifted directly from The New School Parent Handbook:

#### ***Pastoral Care***

*We believe that children learn best when they are happy, so we aim to provide a happy, familial atmosphere where children learn and play harmoniously in a secure and caring environment.*

*The class teachers naturally have overall responsibility for the pastoral care and wellbeing of each child in their class; should you have any concerns or worries, they should be your first port of call. However, every member of staff will get to know and be available for all of the children at any time.*

*We have high expectations of good manners and behaviour at The New School and we pride ourselves on our strong local reputation. We strive to maintain a positive approach to behaviour management with an emphasis on praise and encouragement. Children's efforts, both academic and behavioural, are recognised and rewarded constantly, for example in our weekly celebration assemblies. Kindness and respect for one another are continually encouraged and key moral values, such as tolerance, honesty, reliability, perseverance and mutual support, are taught and explored in both our curriculum and day-to-day interactions.*

### **Prevention of Bullying**

*We expect the children to display tolerance and kindness in their daily interactions. Unkind actions or remarks, along with bullying of any kind, are not tolerated. Teachers spend a great deal of time listening and talking with the children, often in the form of a 'circle time' session in class. Children are encouraged to praise each other, to listen, to take turns and to be generally caring towards others. We believe this contributes to each child's increasing confidence and positive self-image.*

*All staff at The New School treat concerns about bullying very seriously indeed. We have a clear anti-bullying policy which is available for any parent to read on request (or on the school website). As always, the earlier we are informed of any concerns, the easier they are to deal with, so please do not hesitate to get in touch with us.*

### **School Rules**

*Each teacher will devise their own class rules in collaboration with the children at the beginning of the year. Care, courtesy and consideration are key values encouraged across the school.*

*Although the following are not established as 'rules' in the traditional sense, we aim to encourage the children to:*

- *Greet staff with "Good morning, (name)" and to say "Good afternoon" whilst shaking hands with their teacher on leaving at the end of the day. This is accepted as the official hand-over of responsibility from school to parent.*
- *Stand aside when meeting an adult in the corridor or say "excuse me" when walking between adults.*
- *Be ready to open a door for others and perhaps even say "after you".*
- *Move carefully and with consideration around the school.*
- *Talk with quiet voices in communal areas, such as corridors, cloakrooms and toilets, in consideration of others who are continuing to learn.*
- *Take turns to speak, both to adults and other children.*
- *Remember correct table manners at lunchtime, including holding cutlery correctly.*
- *Flush the toilet after use and wash their hands.*

### **The Curriculum and Learning**

*We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which*

can lie at the root of poor behaviour.

Lessons have clear objectives, which are understood by the children, and differentiated to meet the needs of pupils with different levels of ability. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

To help encourage co-operative and positive behaviour, we aim to ensure that:

- Classrooms are organised to develop independence and personal initiative;
- Furniture is arranged to provide an environment conducive to on-task behaviour;
- Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption;
- Attractive and relevant displays are visible as they help to develop self-esteem through demonstrating the value of every individual's contribution;
- Overall, the classrooms provide an attractive, ordered, tidy and welcoming environment.

Teaching methods should encourage enthusiasm and active participation from all pupils. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work. Generally, criticism is a private matter between teacher and child, but there are occasions where a more public discussion may need to take place.

### **Rules and Procedures**

There are very few stated rules at The New School and they generally come under the headings of Care, Courtesy and Consideration. However, there are a few guidelines the children need to be aware of and, in order for these to truly reflect the ethos of the school, it is important that they:

- are kept to a necessary minimum;
- are positively stated, telling the children what to do rather than what not to do;
- have a clear rationale, made explicit to all of the children;
- are consistently applied;
- promote the idea that every member of the school has responsibilities towards the whole school community.

### **Daily guidelines of behavioural expectations**

#### **Playtime Behaviour**

In order to ensure a high standard of behaviour during playtime, the following should be observed:

- The teacher on duty should dismiss their class promptly but allow children time to collect their snacks;
- It should be ensured that all children are outside and not inside unless supervised or in need of the lavatory;
- The member of staff on duty should keep a close eye on children and manage behaviour to avoid possible problems;
- The member of staff on duty should try to help to integrate children who find it difficult to mix and join in with others;
- Behaviour problems should be dealt with according to school procedures;
- At the end of play, the children stand quietly and still on hearing the first bell, and line up calmly in classes after the second bell. A 'tally' is awarded at the end of each playtime to the class which is first to be ready.
- Children come back into the cloakroom with staff and take their coats off quietly before returning to class.

### **Playground Rules**

- Children must stay in the playground and on view to the duty staff.
- Children are only allowed on the grass if permission has been given.
- All litter must be placed in bins.
- Children are encouraged to walk around the school building at all times.
- Children must play within the boundaries (i.e. not beyond the bubbles on the South side and not beyond the grass area on the north side).
- A set of playground rules entitled 'How to have a happy playtime' is displayed in all classrooms and also along the corridor towards the South Porch exit. The children contribute towards these rules at the beginning of each year.

### **Wet Playtimes**

During wet playtimes, teachers may send pupils into the school hall where a member of staff will organise suitable activities for all of the children. Children will be able to eat their snacks, if they have not already done so, in the usual way. If the hall is in use, children in Early Years are cared for in the Nursery and children in Key Stage 1 are cared for in the Year 2 classroom. They are monitored by the duty staff but may require teaching staff to offer additional support on a rota basis. Children are encouraged to play calmly and respectfully within the limited space available.

### **Assembly**

All children from Nursery to Year 2 attend a 15-20 minute assembly on a daily basis in the hall. Children are asked to enter and leave the hall in a calm and quiet manner. They are expected to sit on the floor with their legs crossed, look at and listen to the speaker, and participate when invited to. Year 2 children sit on benches as a privilege.

### **End of day handover to parents**

Each child will shake hands with the class teacher and say "Good afternoon, Mrs Smith" before being handed over to the parent. The children are also encouraged to make good eye contact with the member of staff as they say goodbye. All children must stay with their teacher (or allocated member of staff) until collected by an appropriate adult.

## **Rewards**

As reflects the ethos of the school, our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued and we aim to 'catch them being good', thus promoting the desired behaviour in the most positive way.

The most common reward is praise (often accompanied by a sticker or verbally awarding team points, depending on the class) to individuals and groups. It is earned by the maintenance of good standards, displaying above-and-beyond effort or for particularly noteworthy achievements.

Each class applies its own reward systems depending on the age and maturity of the children. Children also receive Head's awards for (exceptionally) good work or for excellent behaviour (as observed by or reported to the Head). Rewards are also applied on the playground by the support staff. These are reported to the class teacher and the Head for general reinforcement.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is occasionally the need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is often punishment enough.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future punishment;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges (such as the use of certain toys on the playground or loss of some playtime), to referral to the Head, and finally letters to parents.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence but very much reflects it. In class, adults will issue a clear warning in the first instance before any sanction is considered.

## **Suitable sanctions**

These may include:

- Withdrawal of part of playtime: most children will only require a few minutes' loss of playtime. It would be rare to miss a whole playtime unless the undesirable behaviour was becoming consistent.
- Setting the pupil a specific task, e.g. a piece of writing connected with the incident (e.g. the child's version of the incident) or writing a letter of apology.

- Contacting parents by phone, e-mail or by speaking to them at the end of the day in the presence of the child to ensure that the correct version of events is reported.
- If it is considered appropriate, a writing task as above may be set, to be done at home so that parents are involved and are asked to sign it.
- Rarely, continual disruption in class, despite warnings, will result in the pupil being put on an individual reward system to modify the behaviour patterns.
- Inappropriate behaviour in the playground may result in a similar solution to the one above or the pupil concerned may have to spend a given number of breaks with the staff member on duty.

### **Unacceptable sanctions**

- No member of staff should ever strike a pupil or threaten to do so. Corporal punishment is illegal in all circumstances.
- It is not acceptable for any pupil to be sent to stand in a corner of the classroom or outside the classroom at any time.
- It is also not acceptable for a child to be required to work on their own in a classroom or the library unless there is a member of staff with them at all times.
- Physical restraint should only be used in extreme circumstances (e.g. when another child is seriously threatened) and then only the minimum physical contact (e.g. holding the upper arm) should be used (see Physical Intervention Policy).

### **Monitoring effectiveness of sanctions**

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors.

Additional specialist help and advice from the Educational Psychologist or Local Authority Advisory Services may be necessary, when individual behaviour modification programmes and systems adopted with the support of parents have proved ineffective.

This possibility should be discussed with the Head who will meet with staff and parents to decide on the best approach. Examples of unacceptable behaviour are as follows:

- Theft
- Bullying
- Physical assault/threatening behaviour
- Fighting
- Damage to property
- Persistent disruptive behaviour impacting the learning of peers
- Parental misconduct
- Racist abuse
- Sexual misconduct

### **The school building**

Pupils must respect and look after the fabric of the building. Parents may be asked to pay for damage to the building in extreme circumstances.

**Lavatories and cloakrooms**

Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Pupils must ask permission before going to the lavatories or cloakroom.

**Behaviour outside school (off-site trips and clubs)**

We expect all pupils to uphold the high standards of The New School when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children. However, the welfare and safety of all the children in a group is our prime concern so if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour. This would be an extreme action and very rare. In certain circumstances, it may be possible to include a child if the parent accompanies the child. For clear guidelines and expectations of behaviour please see our Off-Site Trips and Visits Policy.

Clubs are extra-curricular activities and we therefore reserve the right to exclude a child if their behaviour disrupts the group as a whole.

**The role of the Head**

It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and ensure the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy. The Head keeps records of all reported serious incidents of misbehaviour on file.

The Head has the responsibility for authorising fixed term exclusions of individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, for making malicious accusations against staff or for bringing the school into disrepute, the Head may permanently exclude a child.

**The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We ask parents to read the school expectations of behaviour and support them. We expect parents to support their child's learning and to co-operate with the school. We believe it is important to have dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, a formal complaint may be registered (see Complaints Policy).

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Head has the power to exclude a child from school. The Head may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head may exclude a child permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head excludes a child, the parents are informed immediately with reasons given for the exclusion. The local authority will also be informed that the child has been taken off the school roll to ensure that the child is not missing education.

### **Monitoring and review**

The Head monitors the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher may record minor classroom or playtime incidents in the child's chronology. The Head keeps a record of any child who is excluded for a fixed term or permanently.

It is the responsibility of the Head to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The Head will pay particular attention to matters of racial equality and will seek to ensure that no child is treated unfairly because of race, culture, religion or ethnic background. This policy will be reviewed annually but may be reviewed earlier than this if the government introduces new regulations or if recommendations are made on how the policy might be improved.

### **Complaints**

We hope that parents will not feel the need to complain about the operation of our behaviour policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints policy (which applies equally to EYFS) is available on the school website and copies can be printed for parents on request. We undertake to investigate all complaints and to notify parents of the outcome of investigation within 28 days. We maintain records of complaints for three years after a child has left our school.

### **Reasonable force and restraint**

From time to time there may occur an incident in which reasonable force or restraint may be required. In the unlikely event that this may be the case, the following statement provides the guidelines within which such force may be used:

*A person may use such force as is reasonable in the circumstances from preventing a pupil from ...*

- a) committing any offence*
  - b) causing personal injury to or damage to the property of any person (including the pupil himself)*
- OR*
- c) prejudicing the maintenance of good order and discipline at the school...*

Please see the school's separate Physical Intervention Policy for further details.