

Behaviour Policy



Policy Updated January 2019

Adopted by Miss Michelle Taylor

Policy Review	2019	DATE	INITIAL	2020	DATE	INITIAL	2021	DATE	INITIAL
		Annually September	01.09. 2019		LB				

This policy applies equally to all pupils across the school, including pupils of EYFS.
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 Headmistress says otherwise) with responsibility for pupils, such as teaching assistants.
- The Headmistress 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, the SEAL programme and circle time provide opportunities within the classroom for good behaviour to be discussed and promoted.

The New School has a long established reputation of 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 (July 2015)

Pastoral Care and Discipline

We believe that a happy child learns, so we aim to provide a happy, familial atmosphere where children learn and play harmoniously in a secure and caring environment. The class teacher naturally has overall responsibility for the pastoral care of each child in her class but every member of staff will be available for all of the children all of the time. However, if you have any concerns or worries, your class teacher should be your first port of call. There are high expectations of good manners and behaviour at the New School and we pride ourselves on our impressive local reputation. We strive to maintain a positive approach to behavioural management and there is an enormous emphasis on praise and encouragement. Children's efforts, both academic and behavioural, are recognised and rewarded constantly and emphasised in our weekly award assemblies. Kindness and respect for each other are continually encouraged, as is punctuality and attitudes of tolerance, honesty, reliability, perseverance and mutual support.

School Rules

Each teacher will devise their own class rules in collaboration with the children at the beginning of each year.

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

- Try and remember to greet staff with "Good morning, Mrs (name)", and to say "Good afternoon" when 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. (Children are also encouraged to be ready to open a door for an adult and perhaps even say 'after you' although this can be a little ambitious!)
- Take turns to speak, both to adults and other children.
- Children are encouraged to talk with quiet voices in communal areas such as corridors, cloakrooms and toilets in consideration to others still working.
- Remember correct table manners at lunchtime including holding a knife and fork correctly.
- Flush the toilet after use and wash hands.

Code of Conduct and Pastoral Care

- We foster a calm, gentle and familial atmosphere in the school, marked by mutual respect between adults, and of course between adults and children. There may be rare occasions when a parent feels particularly strongly about an issue, but we would ask you to respect our professional role and **always remain polite and courteous** when addressing a member of staff, whatever the circumstances, as is appropriate when we are acting as role models for our children.
- In school, 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 at the New School spend a great deal of time listening and talking with the children and this can also take 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 of the staff at the New School treat concerns about bullying very seriously indeed. We have an anti-bullying policy which

is available for any parent to read (see the red Information for Parents folder which is on display in the corridor). The earlier we are informed of concerns, the easier they are to deal with, so please do not hesitate to get in touch.

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 teacher 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 cooperative 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.

1. The teacher on duty should dismiss their class promptly but allow children time to collect their snacks
2. It should be ensured that all children are outside and not inside unless supervised or in need of the lavatory
3. The member of staff on duty should keep a close eye on children and manage behaviour to avoid possible problems.
4. The member of staff on duty should try to help to integrate children who find it difficult to mix and join in with others.
5. Behaviour problems should be dealt with according to school procedures.
6. 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
7. Children come back into the cloakroom with staff and take their coats off quietly before returning to class.

Playground Rules

1. Children must stay in the playground and on view to the duty staff.
2. Children are only allowed on the grass if permission has been given.
3. All litter must be placed in bins.
4. Children are encouraged to **walk** around the school building at all times
5. 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)
6. 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 contributed 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 (ie it is a wet **lunchtime** and the hall is in use) children from classes 1 and 2 are cared for in Class 1 and children in Classes 3 and 4 are cared for in Class 4. 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 behaviour

Children are asked to enter and leave the hall in a calm and quiet manner.

End of day handover to parents

Each child will shake hands with the class teacher and say 'Good afternoon,' 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 commonest reward is praise (often accompanied by a sticker or verbally awarding team points etc depending on the class) to individuals and groups. It is earned by the maintenance of good standards, as well as by particularly noteworthy achievements.

Each class applies its own reward systems depending on the age and maturity of the children. Children also receive Headmistress's awards for (exceptionally) good work, or for excellent behaviour (as observed by, or reported to the Headmistress). Rewards are also applied on the playground by the support staff. These are reported to the class teacher and the Headmistress 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 punishment 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 Headmistress, 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 a system of 'sad faces' applies, allowing a warning to be issued in the first instance. This also allows staff to quickly record a misdemeanour without disrupting teaching. The faces are either on a chart or recorded on the board- either way they are visible and must be consistently applied. On a day-to-day basis, teachers rarely need to offer more than a warning.

Suitable punishments 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 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.

NB

- 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 (please see Policy on Physical Intervention).

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 Child Guidance Service 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 Headmistress 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 behaviour
- 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 (School Trips/Off-Site Activities/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 the Policy for School Trips and Outings.

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

The role of the Headmistress / Proprietor

It is the responsibility of the Headmistress/Proprietor, 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 Headmistress to ensure the health, safety and welfare of all children in the school.

The Headmistress supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headmistress keeps records of all reported serious incidents of misbehaviour in the "Behaviour Book".

The Headmistress has the responsibility for giving fixed-term suspensions to 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 Headmistress 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 cooperate 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 headmistress. If these discussions cannot resolve the problem, a formal complaint may be registered (see Complaints Procedure).

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headmistress has the power to exclude a child from school. The Headmistress 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 Headmistress may exclude a child permanently. It is also possible for the Headmistress to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headmistress excludes a child, she informs the parents immediately, giving reasons 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 headmistress 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 Headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Headmistress / Proprietor to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Headmistress / Proprietor 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, however, 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 you will not feel the need to complain about the operation of our behaviour management policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures (which apply equally to EYFS) are in our Red Policy File. We will send you copies on request. We undertake to investigate all **complaints and to notify you of the outcome of investigation within 28 days.** We maintain records of complaints for three years after your child has left our school.

Reasonable force and restraint (Physical Intervention- please see separate policy).

From time to time there may occur an incident in which 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...'*