

## **Behaviour Policy**



<b>STATUTORY / NON-STATUTORY</b>	<b>STATUTORY</b>
<b>MEMBER OF STAFF RESPONSIBLE</b>	<b>Headteacher</b>
<b>DATE APPROVED BY Head/SLT</b>	<b>June 2022</b>
<b>GOVERNING BODY OR COMMITTEE RESPONSIBLE</b>	<b>FGB</b>
<b>DATE OF FULL GOVERNING BODY APPROVAL</b>	<b>October 2022</b>
<b>REVISION DUE DATE</b>	<b>June 2023</b>

## Rationale and Circulation:

- 1.1 Noadswood School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides all colleagues to teach and model self-discipline and regulation rather than simply compliance. It echoes our core values with a heavy emphasis on ready, respectful and safe behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.
- 1.2 This policy is addressed to all colleagues, all pupils and parents/carers. It also applies to the wider school community. A copy of this policy can be found on the school website and in the information for prospective parents/carers. Parents and carers will be reminded of this on an annual basis. This policy will be reviewed every 2 years.

This policy can be made available in large print or other accessible format if required.

## 2 Aim of the Policy:

- To create a culture of exceptionally good behaviour: Ready, Respectful and Safe for life in school and in the wider community.
  - To ensure that all learners are treated fairly, shown respect and to promote good relationships.
  - To help learners take control over their behaviour and be responsible for the consequences of it.
  - To build a community that values kindness, care, good humour, good temper, obedience in the interests of mutual respect and empathy for others.
  - To promote community cohesion through improved relationships.
  - To ensure that excellent behaviour is a minimum expectation for all.
- 2.1 To this end, all colleagues will promote and model:
- Self- discipline and self-regulation
  - An emphasis across the school on being: ready, respectful, safe in all we do
  - Kindness, mutual respect, regard for authority and positive relationships above all
  - Equality and fairness of treatment for all
  - Consistency of response to all behaviours including restorative follow up as well as sanctions for poor behaviours
  - Early intervention to support those who are struggling
  - A safe environment; free from disruption, violence, bullying and any form of harassment
  - Positive and resilient relationships with ALL parents and carers to develop a shared approach to resolving and restoring relationships, and an approach that gives up on no one.
  - A culture of praise, reward, giving our first attention to what we want to see and consistent encouragement so that all pupils can achieve.

- 2.2 This policy takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, and therefore of all those pupils with protected characteristics.

### **3 Scope of the policy:**

- 3.1 The Governors and the Headteacher intend that the school expectations, rewards and sanctions captured in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside of the jurisdiction of the school, for example during evenings, weekends, online and during holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute. This follows the guidance from the DfE

### **4 Conduct:**

- 4.1 The school expects that all learners and adults will:
- 4.1.1 Take responsibility for their own behaviour and for their social and learning environment
  - 4.1.2 Be polite and helpful to all members of the school community and to visitors
  - 4.1.3 Not become involved in negative, uncooperative, aggressive or bullying behaviours
  - 4.1.4 Strive to seek positive resolution and restoration when things do go wrong, as well as adhering to sanctions/disciplinary policies.
  - 4.1.5 Maintain these standards during off site visits and while on the way to and from the school and at all other times associated with the school.
  - 4.1.6 Encourage the promotion of our culture of kindness, a growth mindset, praise and seeking the best, first, in all we say and all we do.

### **5 Rewarding our ethos of kindness and excellent behaviours for learning:**

- 5.1 A school ethos of kindness, a growth mindset and encouragement is central to our expectations for excellent behaviour. Rewards are an integral means of upholding these expectations. They are motivating for all to realise that desirable behaviour, self awareness and responsibility to self and others is valued above all. Integral to our system of rewards through Arbor is an emphasis on praise, both informal and formal to individuals and groups. Alongside this is informing parents/carers regularly on their child's desired behaviour by phone call, postcard and email.

### **6 Consistency in practice:**

- 6.1 All adults will strive for consistency in practice to reinforce our expectations for excellent behaviour explored and reiterated in our Professional Development programme, and captured in our: Teaching and Learning Policy and our Expectations of our School document.
- 6.2 This will include:
- Consistent language around being ready, respectful and safe for learning and around giving our first attention to the good we expect to see.

- Consistent follow up: Adults won't pass problems 'up the line', until they have taken responsibility for behaviour interventions themselves, and made parental/carers contact first. Then they will seek support at departmental/Year Group or SLT level.
- Consistent positive reinforcement: Adults will have routine procedures for reinforcing, encouraging and celebrating excellent behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as making use of our established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing appropriate behaviour will be clear for all pupils.
- Consistent respect will be modelled from all adults: Even in the face of disrespectful learners.
- Consistent models of emotional control: Emotional restraint will be modelled by all adults as well as taught and expected.
- Consistently reinforced rituals and routines for excellent behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: The environment will increasingly reflect core values and show pupils demonstrating these.

## **7 Consistency when met with poor behaviour:**

- 7.1 All adults and pupils understand that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs, welfare needs or disability, and any religious observances affecting the pupil. Accounts will be taken, in writing, either by the pupil and witnesses or scribed by adults, of significant issues of behaviour not in line with our expectations, bullying or other issues of concern, and consulted before decisions about sanctions are taken.
- 7.2 The school has the following range of disciplinary sanctions that may be implemented as appropriate:
- A Five Step restorative approach to behaviour that provides students and staff with opportunities to discuss any incidents of behavioural choices, which do not reflect our expectations.
- 7.2.1 Withdrawal from normal timetabled classes into isolation within other lessons, or the internal reset room, depending on the seriousness of the incident
- 7.2.2 Suspension from school.
- 7.2.3 Use of report cards to monitor adherence to the school's expectations of ready, respectful and safe behaviour.
- 7.3 In all cases of misconduct, including those outside of the school, the Headteacher, the Deputy Headteacher or the Designated Safeguarding Leads will consider whether the police or the local authority Inclusion team should be consulted and notified. The police will

always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of the school or member of the public.

- 7.4 Where behavioural issues suggest that a child is suffering or is likely to suffer harm, the school's child protection and safeguarding procedures will be followed.

## **8 Suspensions :**

- 8.1 The school will follow county and government guidance (DfE April 2022 on Suspensions and will operate according to the principles of fairness and clarity of process.

- 8.2 Suspensions can take the form of:

8.2.1 Fixed term suspensions;

8.2.2 Permanent suspension;

- 8.3 The school's policy on suspensions also applies to serious breaches of school discipline occurring outside of the school as set out in clause 3.1 above. Please see the school's separate suspension policy.

- 8.4 The following suspensions will be reviewed by the governing body:

8.4.1 All permanent suspensions;

8.4.2 Fixed term suspensions that would result in a pupil being excluded for more than fifteen school days in any one term;

8.4.3 Fixed term suspensions that would result in a pupil missing a public examination.

## **9 Malicious allegations against peers or against staff:**

- 9.1 Should a pupil make an allegation against a peer or a member of staff that is shown to have been invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy and will also follow the appropriate safeguarding policy.

## **10 Use of reasonable force:**

- 10.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance July 2013 and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

- 10.2 Where restraint is used by staff, this is recorded in writing and the pupil's parents/carers will be informed about serious incidents involving the use of force. Force is never used as a form of punishment. See also the school's separate policy on the use of physical restraint.

## **11 Searching pupils:**

- 11.1 **Informed consent:** The school staff may search a pupil with their consent for any item which is unauthorised within school, or which could cause harm to any member of the school, the pupil themselves or member of the public. If a member of staff suspects that a pupil has a banned item in his / her possession, they can ask the pupil to turn out his or her pockets or bag, in the presence of a middle or senior leader at the school.
- 11.2 Parents and carers will be informed, and the school's 'Substance Misuse' Policy may also be followed.
- 11.3 **Searches without consent:** In relation to prohibited items, as defined below, the Head, and middle or senior leaders authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.
- 11.4 Parents and carers will be informed, and the school's 'Substance Misuse' Policy may also be followed.
- 11.5 **Prohibited items:** knives or weapons, alcohol, illegal drugs and stolen items and any other items as defined as such.
- 11.6 If a colleague believes a pupil is in possession of a prohibited item, it may be appropriate for a member of staff, in the presence of a middle or senior leader, to carry out:
- 11.6.1 a search of outer clothing; and / or
  - 11.6.2 a search of school property, e.g. pupils' lockers or desks; and / or
  - 11.6.3 a search of personal property (e.g. bag or pencil case within a locker).
- 11.7 Any search of a pupil or their possessions will be carried out away from audience of other pupils and in the presence of the pupil and two members of staff. The searcher or the second member of staff present will be the same gender as the pupil.
- 11.8 Where the Head, or colleague authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance, January 2018.

## **12 Parents/Carers and School Partnerships:**

Parents and Carers are encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents/carers to work in partnership with the school and assist it in maintaining excellent standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. Partnership for excellent behaviour, and resilience in partnership are key to the success of the policy.

## **13 Linked Documents:**

Child Protection and Safeguarding Policies

Suspension policy

Keeping Children Safe in Education: for Schools and Colleges – DfE September 2018

Anti-bullying Policy

Teaching and Learning Policy

Substance Misuse Policy (From March 2019)

Screening, searching and confiscating: Advice for Headteachers, school staff and Governing Bodies – Department for Education - January 2018

Suspension from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to suspension – DfE - September 2017

Public Sector Equality Act 2010

Use of Reasonable Force in Schools: Advice for Headteachers, Governing Bodies and Staff – Department for Education - July 2013

Behaviour and Discipline in Schools: Advice to Headteachers - Department for Education Jan 2016