



## The Eliot Bank and Gordonbrock Schools Federation



# Behaviour Policy

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## **1. Legal Framework**

Section 89 of the Education and Inspections Act 2006 introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. This is further defined in the DFE guidance 'Behaviour and discipline in schools.' January 2016.

Our Federation believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our schools. We have adopted the Government guidance:

### **1.1 Powers to Discipline**

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances. See Chapter 4, Practice and Chapter 5 Pupils' Conduct Outside the School Gate.

### **1.2 Punishment**

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. Head teachers can also decide to exclude a pupil for a fixed period (to suspend) or to permanently exclude them. See [Appendix 1 Dealing With Unacceptable Behaviour](#).

### **1.3 Searching Pupils**

School staff can search pupils with their consent for any item which is banned by the school rules. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. See Chapter 6 Confiscation of Inappropriate Items and [Appendix 1 Dealing With Unacceptable Behaviour](#).

### **1.4 Use of Reasonable Force**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. See [Appendix 2 Use of Reasonable Force Policy](#).



## 1.5 Allegations Of Abuse Against Staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. See our Safeguarding Policy.

## 2. Rationale

A safe effective environment for working and living depends on all individuals accepting responsibility for positive self-discipline. Learning how to do this is not only essential for responsible citizenship, but also fundamental to the education of children as we prepare them for their adult place in a society free of bullying, racism and social intolerance. We are committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community. [See Appendix 3 Bullying and Harassment Policy](#). We seek to support this element of each child's development, by means of:

- a shared value system for us to 'live', guiding our choices and decisions in all that we do:
  - responsibility;
  - commitment;
  - respect;
  - care;
  - equality;
  - integrity; and
  - honesty.
- the development and maintenance of a positive, supportive ethos throughout the school in which everyone feels valued
- structured, progressive programmes of study in Personal Social Development for all pupils
- the development of personal and interpersonal skills through a range of cross-curricular collaborative and contextualised learning experiences enabling children to take increasing responsibility for their own behaviour choices
- It is not acceptable for individuals to prevent learning from happening. Behaviour which does so will be challenged.

### **3. Aims**

It is the aim of this federation to foster the development of positive behaviour and attitudes in pupils, towards themselves and all others, enabling them to become effective self-regulating citizens of their school community, and, in the long term, of the adult world.

This policy statement outlines the practice to be adopted by staff in this support of pupils.

It applies to pupils both in school and on activities arranged by the school, such as:

- work-experience placements, educational visits and sporting events;
- behaviour on the way to and from school; and
- behaviour when wearing school uniform in a public place.

### **4. Practice**

#### **4.1 Modelling Shared Values**

All members of staff and parents will serve as role models to our children, living the shared values routinely. This is a key responsibility, as it is the most powerful teaching tool of all.

Modelling the shared values will permeate the delivery of both the hidden and formal curriculum, not only in each classroom, but also in the playground and throughout all areas of the school.

Consistency in approach by all adults will be crucial to the success of this policy and the aims it serves. A positive relationship between home and school enables trust to build so that behavioural difficulties can be overcome. When school and home work together on behavioural problems they can usually be sorted out very quickly. We will always try to work with parents/carers and we expect parents/carers to work with us in support of this policy.

We summarise expectations for staff, parents and children in our [Home School Agreement, see Appendix 4](#).

#### **4.2 Taking Account Of Individual Pupil Needs**

In the application of this policy, we will take into account the age, race, religion and culture, any Special educational needs (SEN), disability and the circumstances of other vulnerable pupils.



We will make reasonable adjustments to the application of the policy e.g. – we might give a child more opportunities to improve. However we believe that all children must learn how to behave in a reasonable manner.

### **4.3 Code of conduct**

Our ‘shared values’, inform the ‘Code of Conduct’ agreed by pupils. Together these provide a framework for the development of appropriate behaviour choices, self-discipline and responsible citizenship, and should support positive personal and social development.

Code of conduct:

- Treat others with respect – don’t try to hurt anybody physically or emotionally. Always use kind words and actions;
- Ask for help when you need it is someone hurts or upsets you;
- Listen to the other person’s point of view;
- Be safe – and keep others safe;
- Look after our school the buildings, the grounds, the equipment; and
- Put effort into learning and help each other’s to learn.

### **4.4 What We Do To Encourage Good Behaviour**

We encourage good behaviour by:

- Making clear how we expect children to behave. Staff take every opportunity to explain to pupils what good behaviour looks like. This is done through assemblies, in class and school council, through group and individual discussions.
- Developing clear strategies that support children to improve their behaviour.
- Being clear about how we expect the behaviour to improve and what will happen if they don’t make an effort to improve.
- Acknowledging good behaviour and praising the child at every opportunity.
- Communication with parents and working closely with them.

We help children to develop their behaviour skills through:

- Giving a significant amount of time in the Early Years to developing children's social skills – turn taking, listening to others etc are a regular focus highlighted in planning. As children grow and develop they take more responsibility for their own actions and help their peers to behave well.
- Building the development of these skills into our curriculum in PSHE, and British Values
- Using Kagan strategies which develop co-operative learning with a strong emphasis on the development of social skills

#### **4.5. Celebration Of Achievement**

We praise in many ways:

- identifying and acknowledging good behaviour whenever we see it;
- a smile or a comment;
- class based reward system (stickers, golden time);
- weekly assemblies;
- child sharing their work with a member of the senior management team; and
- informing parents/carers.

A key aspect of our policy is making the children aware of the influence they can have on each other. This is vital in developing and maintaining good standards of behaviour. Children support each other in a number of ways:

- Showing disapproval of poor behaviour;
- children mentoring one another;
- children in years 5 and 6 being monitors and modelling good behaviour;
- playground friends;
- playground leaders;
- class council;
- school council; and
- circle time.

#### **4.6 Use Of New Woodlands Outreach Team**

If a child is having particular difficulties in the development of behavioural skills we can give them the opportunity to work with an outreach worker from a specialist school for children with Emotional and Behavioural difficulties. Both short term and long term placement can also be arranged if necessary. Parents will of course be involved in this process, however the DfE Statutory guidance for local authorities 'Alternative Provision' January 2013 gives power to schools to direct a pupil off-site for education to improve behaviour. It states: 'Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour.'

#### **4.7 Levels Of Misbehaviour**

This is not an exhaustive list, but gives some indication of the hierarchy of behaviours:

##### **4.7.1 Low Level Misbehaviour**

These are classed as one-off incidents:

- teasing;
- not concentrating;
- avoiding learning;
- wasting time;
- calling out;
- running in school;
- interrupting the adult;
- being disrespectful to adults; and
- distracting others.

##### **4.7.2 Medium Level Misbehaviour**

Ongoing low-level misbehaviour, such as continued teasing, will also be classed as medium-level misbehavior:

- spoiling other children's games or learning;
- answering the adult back;
- being rude;
- lying; and
- disrupting the work of the class.

### 4.7.3 High Level Misbehaviour

Ongoing medium-level misbehaviour, such as continued disruption of lessons, will also be classed as high-level misbehavior:

- hurting other children for example by kicking or pushing;
- ignoring a verbal warning;
- being very rude or disrespectful to staff;
- swearing;
- bullying ([see appendix 3 Bullying and Harassment Policy](#));
- harassment on the basis of race, disability or sexual orientation, ([see appendix 3 Bullying and Harassment Policy](#));
- fighting;
- deliberate aggression;
- hurting an adult;
- intimidation;
- verbal abuse;
- vandalism; and
- stealing.

## 5. Pupils' Conduct Outside The School Gates

What the law allows: Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

This includes when:

- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Misbehaviour that could:

- have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public, including misuse of social media or
- could adversely affect the reputation of the school.



It will be dealt with according to the federation's 'Dealing with unacceptable behaviour' protocols ([See Appendix 3](#)) and/or our Internet Acceptable use policy and/or our Bullying policy

## **6. Confiscation Of Inappropriate Items**

Although we have the legal right to do so, searching a child would always be a last resort. In most cases we would ask children to show us what they have in their bags, pockets, socks etc.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

### **6.1 The General Power To Discipline**

The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

### **6.2 Power To Search Without Consent**

Power to search without consent for "prohibited items" including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **6.3 Confiscated Items**

Item which are confiscated will be stored in a secure place and either

- returned to the child at the end of the day or
- returned to the parent/carer in person.

If the child repeats the offence the school has the right to retain the item permanently.

Weapons and knives and extreme or child pornography will always be handed over to the police.

#### **6.3.1 Mobile Phones**

Mobile phones may be brought to school if permission has been given. Phones should be switched off, taken directly to the classroom where they will be collected in. They will either be stored in a secure place in the classroom or sent to the school office for storage.

## **7. Dealing With Unacceptable Behaviour**

See [Appendix 1 Dealing with Unacceptable Behaviour](#), for our procedures / protocols in relation to dealing with unacceptable behaviour.



## Appendices

- Appendix 1
- Appendix 2
- Appendix 3
- Appendix 4

[Dealing with Unacceptable Behaviour](#)

[Use of Reasonable Force Policy](#)

[Bullying and Harassment Policy](#)

[Home School Agreement](#)