

# Selwyn – Behaviour Policy

<b>Date reviewed:</b>	November 2017 (very minor in line with new guidance)
<b>Reviewed by:</b>	Leadership team
<b>Next review planned for:</b>	October 2019
<b>Policy ratified by Trustees (as per Scheme of Delegation):</b>	October 2016



**Leading  
Learning Trust**

## Contents

<b>1 - OVERVIEW OF THE POLICY MANAGEMENT PROCESS</b>	<b>3</b>
1.1 Document history	3
1.2 Review and approval	3
<b>2 - THE POLICY</b>	<b>4</b>
2.1 Introduction	4
2.2 Aims	4
2.3 How we promote good behaviour	4
2.4 How we manage negative behaviour	5
2.5 We expect children to:	5
2.6 We expect all staff to:	5
2.7 We expect parents/carers to:	5
2.8 We expect local school governors to:	6
2.9 How we ensure that EAL and SEN children are included	6
2.10 Exclusion (consequences of serious unacceptable behaviour)	6
2.10.1 Internal exclusion	6
2.10.2 Fixed term external exclusion	7
2.11 Pastoral Support Plans (PSPs)	7
2.12 Health and safety	7
2.12.1 Physical intervention	8
2.13 Confiscating items not permitted at school	8
2.14 Incidents outside of school	8
2.15 Resources	9
2.16 Appendix 1 - Classroom Steps	10
2.17 Children may of course move back down steps when behaviour improves.	10
2.18 Appendix 2 - Use of detention	10

## 1 - OVERVIEW OF THE POLICY MANAGEMENT PROCESS

### 1.1 Document history

Date	Document title	Version
1/11/16	Initial release as a Leading Learning Trust (Selwyn) document	1.0
27/11/17	<p>Very minor changes made as follows (no additional trustee approval sought as updates are minor tweaks in line with revised Preventing and Tackling Bullying DfE advice - July 2017):</p> <ol style="list-style-type: none"> <li>1. Incidents outside school: In extreme cases of unacceptable behaviour (such as cyber bullying <b>section 90 and 91 of the above mentioned act</b>) at any time, whether or not the conditions above apply, that: (etc.)</li> <li>2. Appendix 1 - addition of <b>cyber bullying</b> in the general guidance post 'Step 6'.</li> </ol> <p>Agreed next review in October 2019.</p>	2.0

### 1.2 Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The Executive Head teacher is responsible for the operation of the policy within the school, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed biennially by the School Leadership Team, and is then ratified by the Leading Learning Trust Board of trustees.

## 2 - THE POLICY

### 2.1 Introduction

At Selwyn School we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy will explain the ways in which we work together to ensure a positive and consistent approach.

### 2.2 Aims

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers
- Make clear boundaries of acceptable behaviour and ensure safety
- Raise awareness about appropriate and inappropriate behaviour
- Help pupils, staff and parents have a shared sense of direction and a feeling of common purpose.

### 2.3 How we promote good behaviour

- We make clear our expectations of good behaviour through using the '5Cs': Care, Courtesy, Co-operation, Commitment & Consideration
- We discourage inappropriate behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We lead by example.
- We praise and reward good behaviour both privately and publicly.

We believe in the importance of calm discussion and acknowledge that encouragement is usually more effective than threats/ warnings.

## 2.4 How we manage negative behaviour

- We use a 'Steps' system which are displayed in every classroom and is used consistently. This is progressive and children can move back down if behaviour improves or up to the next step if it deteriorates.
- We clarify the degree of negative behaviour and the consequences of it.
- We have a clear detention system.
- The head teacher has an overview of all children who display problems with their behaviour and attends regular meetings with parents and the Learning Mentor.
- We have a Learning Mentor who focuses on behaviour support. Class teachers may make referrals to the Learning Mentor who will then work with a child and class teacher.
- If behaviour does not improve, a meeting will be held with the child's parents and a behaviour plan will be put into place.
- We refer children to the Behaviour Support Service if serious and challenging behaviour arises.
- We respond quickly and systematically to all negative behaviour.
- We use children as good role models and use them to support younger children who show challenging behaviour.

## 2.5 We expect children to:

- Respect each other and show respect for all adults.
- Co-operate with other children and adults.
- Follow the 5Cs at all times.
- Know, understand and follow the Home-School Agreement.
- Tell an adult if they have a problem.

## 2.6 We expect all staff to:

- Create a culture of respect for all people.
- Provide positive role models at all times.
- Implement the school's rules, rewards and consequences fairly and consistently.
- Raise all children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment in the classroom and elsewhere, both physically and emotionally.
- Form a positive relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that children are individuals and be aware of their needs.

## 2.7 We expect parents/carers to:

- Show respect for all members of the school community.
- Be aware of the school rules, rewards and consequences which are displayed in the school entrance and classrooms. Then at home to discuss these with their child.
- Ensure children attend regularly and punctually.
- Support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement.
- Support the actions of the school when we have to use reasonable consequences with a child. If parents have any concerns about the way that their child has been treated, they should contact the school immediately.
- Support their child in learning to resolve difficulties in a positive manner.

## 2.8 We expect local school governors to:

- Promote and monitor the implementation of this policy;
- Promote whole school adherence to the practices within this policy;
- Ensure equality of delivery to individuals and groups through monitoring exclusions.

## 2.9 How we ensure that EAL and SEN children are included

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand in order to have a positive approach for all children.
- We may have positive behaviour strategies including a Behaviour Support Plan, for individual children where the child needs extra support.
- The Learning Mentor and teaching assistants will work closely with teachers to monitor and support, through individual or group work.
- Information can be available in other languages for children and adults to read and discuss together.

## 2.10 Exclusion (consequences of serious unacceptable behaviour)

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify their behaviour. We see exclusion as a last resort. However, there are incidents or circumstances where it will be the only appropriate step. For example: in line with the Local Authority's policy, there will be a minimum of a 5-day fixed term external exclusion for bringing an offensive weapon to school.

### 2.10.1 Internal exclusion

An internal exclusion means that a child will complete their set work either in another classroom or in the office with a member of the Leadership or Senior Leadership Team for at least half a day. The duration will be dependent on the circumstance and history of

behaviour. The child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated internal exclusions could result in a fixed term external exclusion.

### **2.10.2 Fixed term external exclusion**

When a fixed term external exclusion is deemed appropriate, the school will endeavour to obtain a place at RIET (Reintegration into Education Team), the local authority's provision specialising in supporting children who have been excluded or are in danger of being so. Attendance at RIET provides the opportunity for children to explore the events that led to the exclusion and identify different choices which could have been made.

If a place at RIET is not available, it is expected that the child remains supervised at home for the day and completes the work there. The letter, which is issued when a child is excluded, explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

If an incident may be deemed serious enough to consider a fixed term exclusion, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the exclusion and the measures parents/carers can take in relation to them. If a RIET placement has not been provided, the school will provide work for the length of the exclusion. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a reintegration meeting to discuss future actions to ensure the behaviour does not reoccur.

## **2.11 Pastoral Support Plans (PSPs)**

On very rare occasions, it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour or persistent poor behaviour being displayed. In this circumstance, the school will put a PSP into place in order to support the child and try to prevent the behaviour reoccurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BSS) will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

## **2.12 Health and safety**

We will:

- Undertake a risk assessment of any children who display disruptive behaviour;
- Create a Positive Handling Plan for any child who requires positive handling;
- Train staff who may need to work with children who require positive handling;

- Ensure all staff are aware of the policy on positive handling of children.

### **2.12.1 Physical intervention**

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a child from:

- Assaulting or injuring another person;
- Injuring themselves;
- Putting himself/herself into danger (e.g. attempting to run away);
- Damaging property.

For further details, please see our Physical Restraint Policy.

## **2.13 Confiscating items not permitted at school**

Unapproved items brought into school by children such as; sweets and electrical items may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them until further guidance is given.

The Executive Head teacher can authorise a search without consent for items including stolen property; this search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

## **2.14 Incidents outside of school**

In accordance with the information published by the Department for Education entitled "Behaviour & Discipline in Schools", the school has a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable". Examples of such unacceptable behaviour include:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a child from Selwyn Primary School.

In extreme cases of unacceptable behaviour (such as cyber-bullying sections 90 and 91 of the above-mentioned Act) at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another child or member of the public;
- Could adversely affect the reputation of the school.

## **2.15 Resources**

We have expert advice and training to ensure we are up to date with LA and national initiatives.

We use books, visuals and DFES SEBS or SEALS material through weekly class Reflection Time and in whole school or phase assemblies to reinforce positive behaviour.

Please also refer to other linked policies/procedures:

- Inclusion
- Equalities information
- Anti-bullying

## 2.16 Appendix 1 - Classroom Steps

All classrooms have a behaviour and 5C display. Selwyn Steps are used along these and teacher's professional judgement:

Step 1 – low level disruption/not following instructions Step 2 – a continuation of the above

Step 3 – classroom timeout with work completed in another space within classroom (Straight to Step 3 for inappropriate language or physical aggression)

Step 4 – timeout within year group class with work completed within another class

Step 5 – Phase Leader involvement

Step 6 – Head teacher or deputy involvement which may include parental contact

**Children may of course move back down steps when behaviour improves.**

**Racist abuse or bullying (physical, cyber or verbal), serious physical or verbal assault will be dealt with directly by the Leadership Team.**

## 2.17 Appendix 2 - Use of detention

Detention is used for children who have not completed homework. Phase leaders hold detention books for class teachers log down children who attend a detention.

Children may be asked to miss playtimes or lunchtimes if any behaviour is deemed to cause harm to other children or adults. This is left to class teachers' professional judgement but should be discussed with the phase leader.