

Behaviour Policy

Policy Data Sheet

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1. Introduction

Unity is a UNICEF Rights Respecting School. We regularly discuss rights, rules and responsibilities that go with upholding others' rights. We aim to foster a mature, caring and sensible approach to living and learning together where pupils and adults show respect for each other. We expect our pupils to be polite and well behaved so that they are ready to learn in a safe and positive learning environment. Unity is a nurturing school and there is an emphasis on children's social and emotional development. We will encourage and support pupils so that they can take responsibility for their own behaviour and learn to make good choices.

We will consult with pupils, staff and parents and recognise that a consistent and fair approach to behaviour management is key to its success. This document outlines our behaviour policy and follows the DfE guidelines 'Behaviour and Discipline in Schools' (February 2014).

2. School Values and Class charters

Unity is part of the Big Life group and so we share the group's values and use them as the foundation of our behaviour policy. The 6 core values of The Big Life group are;

- Valuing Difference
- Thoughtful
- Honesty
- Courageous
- Creative
- Inspiring

At the beginning of each year pupils will be given time to discuss the values and use them to agree their own class charter. Class charters will be presented in child friendly language appropriate to each year group. This will be signed by everyone in the class both children and adults. Each half term there is a focus on one of the values. The school values and class charters are displayed in every class and reinforced as part of normal class room routines and practices.

3. Promoting Good Behaviour

We reward pupils in the following ways:

- Praise from teachers and adults in school
- Giving stickers
- Celebrating their achievements in school assemblies
- Golden tickets awarded to pupils for positive lunchtime behaviour
- Giving certificates and notes to send home
- Awarding 'Star of the day' and 'Star of the Week'
- Giving individual and class reward dojos

Rewards can be given by any adult in school.

4. Discouraging Poor Behaviour

Pupils are regularly reminded of our school charter and encouraged to make good choices. Pupils not making the right choice after a warning from an adult can be sanctioned in the following ways:

- Warnings and time out in class
- Time out for cool down in partner class
- Time out at playtime or lunchtime to think about their behaviour
- Sent to senior member of staff
- Letter home
- Missing special trips and treats

5. Escalation of Sanctions

If a serious incident occurs at any time, for example fighting, bullying, racist remarks or refusing to take control of their behaviour, pupils are instantly referred to the Think Room.

Think Room is time out at lunchtime; it takes place in the Principal's office and is supervised by a member of the senior leadership team to denote the seriousness of the sanction. There is a focus on restorative approaches and children are encouraged to learn from any incidents. Pupils are required to reflect on their actions and complete a think sheet. A letter is sent home to parents/carers along with a copy of the completed think sheet each time a pupil has been in Think Room. After a pupil has been in Think Room three times parents/carers are invited in to school to meet with the Principal to discuss the situation further. Each class teacher keeps a record of pupils attending lunchtime Think Room and copies of completed think sheets. A Think Room log is kept in a central file; this is analysed and reported to the governing body on a termly basis by the Principal. Serious behaviour incidents are recorded on the CPOMs system.

6. Lunchtime Sanctions

1. Name spoken and warning given; pupil reminded of school charter
2. Time out in the playground
3. If a pupil is continually receiving time outs, they can be referred to the Think Room

Pupils who become involved in over-excited play can be given the option to cool down by taking time out or staying close to an adult for a few minutes.

If a serious incident occurs at any time, for example fighting, bullying, racist/homophobic remarks or refusing to take control of their behaviour, pupils are instantly referred to the Think Room.

At playtimes pupils are aware of the no physical contact rule. This zero tolerance approach means no play fighting, pulling, shoving etc. If an adult says 'physical contact' pupils have 1 minute time out to reflect and adjust their behaviour.

Pupils get a fresh start each day and are encouraged to make good choices.

7. Exclusion

The Principal decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community. Permanent exclusions cannot be issued without the consent of the governing body. **(Appendix 1)**

8. The use of reasonable force

Staff use reasonable force as a last resort to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. For example, staff will physically separate pupils found fighting in order to prevent those pupils from injuring each other.

9. Confiscation of inappropriate items

Unity pupils very rarely ever bring items to school which are considered inappropriate. Nevertheless, staff do have the power to confiscate, retain or dispose of pupil's property if such items are likely to cause personal injury or damage to property, or if that item has been used in an offence. Staff also have the power to search pupils without consent for inappropriate items.

10. The power to discipline beyond the school gate

The school is not legally responsible for dealing with unacceptable behaviour off the school premises outside of school hours. However, it is very important to the school's reputation that its pupils behave in an acceptable manner whilst travelling to and from school and/or whilst wearing school uniform. In these circumstances, where unacceptable behaviour is witnessed by a member of staff or reported to school, appropriate action will be taken.

11. Support

There may be occasions when persistent problems occur and the school needs to work more closely with parents and carers. We offer a wide range of support including:

- A personalised behaviour plan

- Group support sessions
- Individual mentoring support for the pupil
- Closer support for pupils during key transition points
- Advice from our Special Educational Needs Coordinator and School Health Practitioner
- Referral to external agencies e.g. Play Therapy, Child and Adolescent Mental Health Services, Pupil-referral Unit outreach service
- Advice and support from leaders in behaviour and attendance
- Training on behaviour management strategies and sharing of best practice
- Parenting classes
- Early Help

12. Expectations of Pupils

- To follow the School and Class Charters to the best of their ability
- To treat adults and fellow pupils with respect at all times
- To do as they are asked by all adults in school
- To help to make the school a clean and pleasant place to be
- To treat others equally and fairly
- To take increasing responsibility for their own learning and behaviour

13. Expectations of Staff

- To adhere to the staff Code of Conduct
- To treat all pupils fairly and with respect
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each pupil is an individual
- To enable each pupil to do their best
- To be a good role model

14. Expectations of Parents/Carers

- Every adult that children encounter at school have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children. This expectation extends to parents visiting the school
- To sign Unity's Home School Agreement and adhere to it
- To ensure that their child attends school and arrives on time
- To encourage respect for others
- To be a good role model
- To help their child realise the importance of education and to praise them for their efforts and achievements
- To encourage their child to talk about school and listen to what they have to say each day
- To work cooperatively with the school if additional support is required for their child

Pupils learn through observation and so the way the adults around them behave has a huge influence on pupils' own behaviour. It is an expectation therefore that all adults on school premises, whether a member of staff or a parent/carer, should conduct themselves appropriately and adult-like at all times. The governing body will have no hesitation in taking action against any adult who behaves in an unreasonable or inappropriate manner.

Appendix 1 Exclusions

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

The governing board

Responsibilities regarding exclusions is delegated to the Wellbeing and effectiveness committee. The WEC has a duty to consider the reinstatement of an excluded pupil. Where an exclusion would result in a pupil missing a public examination, the WEC will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the WEC will consider the exclusion and decide whether or not to reinstate the pupil.

The WEC can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, The WEC will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The WEC will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the WEC(s) decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place