

Behaviour Policy

1. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the

[special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

2. Roles and responsibilities

2.1 The governing board

The governing body is responsible for reviewing and approving the aims of the school behaviour policy (see section 3).

The governing body will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

2.2 The head teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles. The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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2.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

2.4 Parents

Parents are expected to:

- Support their child in adhering to the school behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

3. The Aims of our Behaviour Policy

- To provide a stimulating, caring, orderly and purposeful learning environment throughout the school where everyone feels safe and valued.
- To ensure that the values of the school are upheld by every member of its community.
- To create confident and self-assured learners who demonstrate the learning behaviours that will equip them for a successful future.
- To encourage independence and self discipline, and raise self expectations so that children learn to accept responsibility for their own behaviour and learning
- To promote an atmosphere where children have good self esteem and are equipped with the skills to form positive relationships
- To ensure a clear and consistent approach to behaviour throughout the school that is supported by children, staff, parents, governors and visitors

4. Emotion Coaching Approach

At Longleaze we recognise the importance of integrating emotion coaching into everyday practice when working with children to support the development of resilience and community well-being. All staff have been trained in the 3 practical steps of emotion coaching and are expected to follow these when addressing poor behaviour choices:

STEP 1: Recognise, empathise and validate the feelings and label them

STEP 2: Impose relevant sanction if necessary

STEP 3: Problem solve with the child to prevent incident from recurring.

Staff have been provided with scripts to use as a prompt (see Appendix 1)

5. Values Education

We are a Values Education School and each term we promote a different value to reinforce the general principles that underpin our Behaviour Policy. These values were chosen by the whole school community and each week children who display the values are celebrated in Success Assembly.

6. Operational procedures

The following procedures explain how we have categorised behaviour into:

- Behaviour that has an effect on Learning
- Behaviour that has an effect on Social Relationships

7 Learning Behaviour

Learning Behaviour is any behaviour that promotes and enables good learning within the school or any behaviour that prohibits or restricts good learning within the school. It may be behaviour that affects an individual's own learning or the learning of others. It is seen in classrooms, assemblies, intervention groups, the library and any other area of the school where academic learning takes place. Learning Behaviour is monitored by the class teacher and other adults in the classroom.

7.1 Learn to Behave, Behave to Learn

Each class has a Learning Ladder which promotes our 'Learn to Behave, Behave to Learn' ethos.

The ladder has 5 tiers to it. Each child starts the day at stage 3 and can be moved up or down the ladder according to their learning behaviour. Adults use the opportunity to reinforce good learning behaviours.

Being at the top of the ladder provides visual praise for children and the class teacher may decide to reward children with Learning Gems and/or Success Assembly Certificates.

Being at the bottom of the ladder provides children with a visual reminder of the expectation to improve. If a child is on tier 4 or 5 of the learning ladder at the end of

the session, they will be expected to catch up on any learning they have missed during the following playtime.

7.2 Learning Gems

Coloured glass gems are given to children when they display good learning behaviour as categorised below:

Diamond - Being responsible, being able to identify a problem

Ruby - Supporting others

Emerald - Being courageous and sticking with it even when it gets tough

Sapphire - Keeping focus

Amethyst - Co-operation... learning with a partner - applies all the gem powers to work with a partner

Topaz - Collaboration...learning in a big group - applies all the gem powers to work with a team.

8. Social Behaviour

Social Behaviour is behaviour that is used to build good social relationships within the school or poor behaviour choices that have a detrimental effect on social relationships.

It can be seen in any area of the school, but is predominantly seen in the playgrounds.

Positive Social Behaviour Choices are celebrated in the following ways:

- Lunchtime Awards and Early Morning Drop Off Awards which are handed out each week in Success Assembly
- Non-verbal signs and signals e.g. thumbs up.
- Verbal praise
- Special certificates
- Special stickers
- Head Teacher sticker
- Deputy head stickers

Poor Social Behaviour Choices are dealt with using a tiered consequence system which seeks to address the severity of the behaviour and apply appropriate sanctions. In every case, it is explained to the child why their behaviour was unacceptable, which sanction is appropriate and an opportunity is given to think about what they could do differently next time.

8.1 Behaviour Think Sheets

A sanction applied from the third tier of the consequence system will involve pupils filling out a "Behaviour Think Sheet". This document helps pupils to reflect on their behaviour and its impact on others and encourages them to consider an alternative course of action in the future. These sheets are also used by the school's pastoral manager and the Senior Leadership team to monitor the behaviour of individuals and groups of pupils.

Please see attached operational procedures sheets (Appendices 2,3 and 4).

8.2 Behaviour Tracking Sheets

Sometimes it is necessary to track the behaviour of individual children in more detail. In these cases a Behaviour Tracking Sheet is filled out by class teachers to “traffic light” a pupil’s behaviour for each session during the day (including playtimes and lunchtimes). This chart can be used to set targets for children e.g. “70% of the sessions will be green” or to report behaviour to members of the senior leadership team or to parents.

9. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

It is recognised that individual children may display poor behaviour choices which are directly related to their wider emotional circumstances. This is never a reason for sanctions not to be applied, but an indication that additional help may be needed in the form of an individual behaviour book or referral to the school’s SENDCO or pastoral manager.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort, after all de-escalation options have been exhausted.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the school’s *“Use of Restrictive Physical Intervention”* book and reported to parents

10.1 Team Teach Training

First and foremost, Team teach Training involves a programme of de-escalation strategies, designed to reduce the need for physical restraint. However, it does also include techniques which enable staff to physically restrain pupils safely, as a last resort.

At Longleaze, key staff have been trained in the use of 'Team Teach approaches. When circumstances allow, it is always recommended that a trained member of staff should be present when physical restraint might be required. However, the safety of all children is the primary factor when decisions need to be made and it is recognised that it will not always be practical or safe to wait for another member of staff before a situation is dealt with.

In cases where there is a known risk that the use of physical restraint may be required with a particular child, a 'Positive Handling Plan' (Appendix 5) will be drawn up and shared with all relevant staff and parent / carers.

Where possible, staff will use the agreed positive handling techniques outlined in team teach. However, in other unexpected exceptional circumstances, when there is an immediate risk of injury, (e.g. to prevent a child running onto a busy road, hitting someone or throwing something) staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. However, staff must not act in a way that might reasonably be expected to cause injury.

10.2 Reporting Incidents of Physical Restraint

Immediately following an incident where physical restraint is used, the member of staff will inform the Head Teacher or senior member of staff, and then provide a written report in the school's "Use of Restrictive Physical Intervention" book held in the School Office, as soon as possible. This may help to prevent any misunderstanding, and will be helpful should there be a complaint.

The written report should include:

- the name(s) of the child/children involved;
- when and where the incident took place;
- the names of any staff or children who witnessed the incident;
- the reason that force was necessary;
- how the incident began and progressed, including details of any behaviours exhibited by the child;
- the steps taken to calm/defuse the situation before physical restraint was used;
- details of the nature of the restraint used, including the use of recognised "Team Teach" techniques and the length of time they were used for;
- the child's response and the outcome of the incident;
- details of any injury suffered by the child, another child or member of staff; and details of any damage to property.

When compiling the report, staff may find it helpful to seek advice from a senior colleague or representative of their professional association.

Parents will be informed of the incident, and given the opportunity to discuss it. The Head Teacher will need to consider whether parents should be told immediately, or at the end of the school day, and whether they are to be informed orally or in writing.

11. Exclusions

The school endeavours to minimise using the sanction of exclusion through the use of the strategies listed above.

As a final sanction, or if the situation warrants, the Head Teacher or her representative may implement a fixed term exclusion (see current regulations for maximum periods), or a permanent exclusion.

The school will follow the current DCSF and LA agreed procedures. The EWO will be contacted for advice.

The child's name remains on the register until either the appeals procedure is complete, or the time for the appeal has passed, or the parents give notice in writing that they do not intend to appeal. The class teacher will set work as appropriate.

Following return after an exclusion, a meeting with the Head Teacher (or her representative) the child and the parents/carers should take place.

12. Uniform and Appearance

All students are expected to wear the correct school uniform as it plays an important part in establishing a community spirit and encourages the children to take a personal pride in their own appearance. A copy of the uniform list is available separately and includes limits on everyday uniform, PE kit, jewellery and hairstyles. In some circumstances, children may be internally excluded if their appearance is deemed inappropriate. This decision lies with the Head Teacher and parents will always be contacted if this is necessary.

(See Uniform Policy for more information).

13. Electronic Devices

13.1 Mobile Phones

The use of mobile phones is not permitted in school hours. It is appreciated that, for safety reasons, children may require access to a mobile phone on the way to or from school. If this is the case, the child should take the mobile phone to the school office for safe keeping during the school day. It is the responsibility of the child to reclaim the phone at the end of the day.

Staff will search for and confiscate mobile phones if they are being used during school hours. Parents will be notified and then expected to reclaim the child's phone from the school office (see 7. Confiscation below).

13.2 Personal music players and other electronic devices

These are not allowed in school unless otherwise permitted by a class teacher. Staff will search for and confiscate items if they are thought to be in school without prior consent (see 7. Confiscation below).

14. Confiscation

The Department of Education advice links this aspect to the following legislation - Education Act 1996; Education and Inspections Act 2006; The Schools (Specification and Disposal of Articles) Regulations 2012; and Health and Safety at Work Act 1974.

- School staff can search for any item with the child's agreement.
- Head teachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. Prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage the property of, any person (including the child).

Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

15. Non-criminal bad behaviour and bullying which occurs off the school premises.

Under Section 90 of the Education and Inspections Act 2006, the Head Teacher may decide to impose sanctions for misbehaviour which occurs off the school premises which is witnessed by a staff member or reported to the school where the child is;

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil of Longleaze School.

Sanctions may also be imposed for misbehaviour at any time that;

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

Sanctions will only be applied on the school premises or elsewhere when the child is under the lawful control of a member of staff.

16. Complaints Procedure

Parents or carers who have a complaint concerning the application of the Behaviour Policy are directed in the first instance towards the class teacher. If the class teacher is unable to resolve the issue, or if the parent or carer still has a grievance, the Head teacher or Deputy will become involved. In a situation where the school is unable to resolve the problem to the parent's/carer's satisfaction this should then be referred to the Chair of Governors, Local Authority and finally to the Secretary of State for Education (see Complaints Policy).

Pastoral care will be provided for school staff accused of misconduct.

17. How will the policy be monitored?

The Head and Deputy will monitor the policy in the first instance. Any alterations will be discussed, agreed and implemented following evaluation. Each member of staff will feedback after a 3 month trial period. The School Council will also feedback to staff.

18. When and how the policy will be evaluated

After a 3 month trial period, the policy will be evaluated with the focus being -

- What has worked well?
- What needs to be improved upon?
- What needs to be changed?

The policy will then be presented to the Governing Body for ratification at a mutually convenient time.

This policy should be read in conjunction with the following other policies:

**Exclusion Policy
PSHE Policy
Anti-Bullying
Substance Abuse
Child Protection
Equality
Complaints
Home Learning
E-Safety**