LOXWOOD SCHOOL

Behaviour Policy and Statement of Behaviour Principles

Date of Policy : 19th April 2018   Review Date: April 2021

Contents

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. 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
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

In 2017 staff and children reviewed the behaviour policy including The Loxwood Way (which was developed in 2014/5). Although the philosophy and ethos behind The Loxwood Way was still very relevant in the school it was felt that it needed to be updated. Below is the reviewed Loxwood Way that still reflects the existing behaviour policy and compliments the reward and sanction system already in place, including the very successful House System. The new Loxwood Way is easier to access for children and visitors and is a quick reference guide to expected behaviour.

Collaboration   Perseverance   Happiness

Our School Rules

- Be kind and respectful towards each other
- Always try your best
- Look after the school inside and out
- Be a good friend
- Always have a positive attitude

Behaviour in children we wish to encourage.

Includes:

- Being happy, capable and confident.
- Self-respect, self-discipline, self-awareness.
- Politeness and courtesy to everyone.
- A gently, caring attitude.
- Thoughtfulness towards the needs and wishes of others.
- Care and respect for the whole school environment and property.
- Helpfulness, kindness.
- Following instructions.
- Personal and collective responsibility.
- Low noise levels.
- Walking when inside the building.
- Moving carefully around the playground.
- Thinking ahead about consequences of games, activities and actions.
- Listening to other people's views and opinions
- Involving other children within their own friendship groups – being a friend.
- Sympathy and empathy.
- Being able to say sorry and prepared to admit when in the wrong.
- Praising and encouraging each other. Appreciating and tolerating differences between people.
- Sharing and co-operating together.
- Being reflective.
- Being honest, open and truthful.
- Being able to state point of view/feelings.
- Giving a chance and another chance, to others.

Behaviour we wish to discourage

These include:

- Deliberate physical attacks meant to hurt.
- Verbal attacks, such as name calling.
- Inappropriate language.
- Taunting and provocation.
- Spoiling the work, activities, games and property of other children.
- Deliberate damage of school property/environment.
- Open defiance
- Intimidation, by physical, emotional or verbal means.
- Calculated harassments and retaliations.
- Excluding others deliberately to be unkind.
- Constantly seeking attention by negative means/behaviours.
- Self-effacement.
- Deliberate attempts to play adults and children off against one another.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The People Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The People Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the People Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher 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.

5.3 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 (see appendix 3 for a behaviour log)

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

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

- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

- See above The Loxwood Way

7. Rewards and sanctions

7.1 List of rewards and sanctions

- Verbal praise to individual children for efforts, achievements and good examples.

- Public recognitions within school (Praising Assembly) of repeated, habitual or exceptional positive behaviours.

- Reporting to parents of 'good news' and rewards i.e. Stickers and certificates.

- Written comments and feedback . in children's books and on their work.(see Marking and Feedback Policy)

- All teaching and non-teaching staff and Headteacher to reinforce and value positive behaviours and achievements.

- Classroom and hall displays celebrating children's work.

- Have high expectations of all children and expect these to be fulfilled. Special responsibilities given to children for a limited amount of time e.g. register collections, line leaders, lunchtime helpers, assembly organisers and classroom helpers.

- Negotiated privileges may be determined, e.g. choice of an activity, time on the computer, working in another class, general class helper duties, assembly privileges and golden time.

- House points awarded for both good behaviour and academic success.

Sanctions and deterrents that may be used.

- Give a warning before any sanction is applied, except for violent behaviour.

- Verbal disapproval of negative or inappropriate behaviours by staff concerned.

- If serious or appropriate, children are sent to the Headteacher for a verbal reprimand/warning.

- Asking to see and involve parents in discussion about persistent concerns or extreme behaviours.

- Withdrawal of privileges may include negotiated privileges having to be earned back e.g. assembly and classroom duties.

- Withdrawal of 'playtime' privileges e.g. football, mid-morning break time or denied 'free' playtime.

- An individual contract involving negotiated targets to improve behaviour.

- Normal systems would be by-passed if behaviour is extreme. The Headteacher should be involved immediately.

- Removal from the dining-hall, playground, field or school at lunchtimes, or 'time out' on the playground bench for a few minutes.

We may use removal to a different classroom in response to serious or persistent breaches of this policy. Pupils may be sent to another classroom during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the Rights and Responsibilities (or equivalent of for the KS1 children) their own classroom rules

- Develop a positive relationship with pupils, which may include:
  o Greeting pupils in the morning/at the start of lessons
  o Establishing clear routines
  o Communicating expectations of behaviour in ways other than verbally
  o Highlighting and promoting good behaviour
  o Concluding the day positively and starting the next day afresh
  o Having a plan for dealing with low-level disruption
  o Using positive reinforcement

8.2 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**
- 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 and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.4 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.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with on-going support and training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the People Committee every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the People Committee every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Acceptable Use policy

Appendix 1: written statement of behaviour principles

The Loxwood Way

Collaboration   **Perseverance**   **Happiness**

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- Always try your best

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- Always have a positive attitude

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the People Committee every year.

(Please use separate sheet for each child)

Name of Child: Date of Birth:	Date of incident: Time of incident:
Adult Reporting : Job title:	Reported to? (HT / SEN Co)
Concern / Incident:	
Action Taken:	
Follow Up Needed? Yes / No (bullet point response in box below if Yes)	Parent informed
Signature:	DSL signature: Name: