

LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

**BEHAVIOUR MANAGEMENT & ANTI-BULLYING POLICY**

Member of staff responsible	Principal
Committee responsible	Accountability
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Date discussed with pupils	
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Issue Number	Issue Date	Summary of changes
1.1	Sept 2007	New policy written with new reward system
1.2	April 2009	Addition of appendices linked to new 'consequences & actions' procedures
1.3	May 2011	Added section to explain to parents how the policy was formed and more about the consequences for pupils who disobey the policy and school rules
1.4	Nov 2011	Minor changes to wording and governor ownership
1.5	May 2012	Addition of Appendix 2 'The new statutory guidance summary from DfE March 2012'. Also addition of Appendix 3 'Charlie Taylor's Behaviour checklists for teachers and principles for head teachers.
1.6	Oct 12	After Behaviour/Anti-Bullying evening new changes requested by parents, children & staff Combined Behaviour & Anti-Bullying Policy
1.7	Sept 14	Anti-Bullying Council input and agreement Addition of paragraph about Lydiard owls and Christian values Addition of behaviour report sheet for governors
1.8	Sep '16	Addition of new values Addition of form for parents to complete Amended to include RF Role of Behaviour Governor adapted to 'Role of Governor' Addition of STOP Committee
1.9	Oct '17	Addition of CPOMs Minor wording changes Updated Behaviour and Discipline in Schools - advice for headteachers and school staff Jan 2016

## LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

### BEHAVIOUR MANAGEMENT POLICY

#### PART 1 - Behaviour

##### Introduction

This policy details the approach to behaviour management in our schools. The Senior Leadership Team took advice from The Bullying Alliance, Wiltshire Council PHSE staff and Charlie Taylor's guidelines when developing this policy. It was further developed by the staff, parents and governors. The policy and our expectations are displayed on the website for all stakeholders to see.

Everyone at Lydiard Millicent CE Primary & Ridgeway Farm CE Academy believes that good behaviour will have a positive effect upon a child's education. Our Gem Powers system encourages positive learning behaviour and our 12 Christian values help us to become good citizens.

##### Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable and not acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

##### Rationale

At Lydiard Millicent CE Primary & Ridgeway Farm CE Academy, we work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

We believe that in order to achieve the aims stated above, there must be a consistent approach to behaviour management throughout our school in relation to:

- ✓ Clear values and expectations
- ✓ Specified rewards and consequences
- ✓ Positive parental partnership
- ✓ Detailed procedures for playtimes and lunchtimes

We have a central role in our children's social and moral development as in their academic progress. As we measure academic achievement in terms of progress and development over time towards academic goals, we monitor standards of behaviour in terms of the children's developing ability to conform to our behavioural expectations. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

## **School Ethos**

All adults at our schools have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. All adults should aim to:

- create a positive climate and environment with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, sexual orientation, race, ability and disability;
- show appreciation of the efforts and contributions of all.

## **Roles and responsibilities**

All members of staff, teaching and non-teaching are required to share the responsibility of guiding our children in their behaviour. Specifically, class teachers are responsible for employing effective classroom management strategies and delivering a differentiated curriculum using a variety of teaching styles. The Principal is responsible for overseeing the implementation of this policy and co-ordinating this area, which includes identifying any training needs and issues as they arise. All staff use this policy, including the attached behaviour chart, so that a consistent approach can be achieved.

## **Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware. If there are issues at home eg change/loss of job or the loss of a family member or pet, parents should inform the class teacher, who is the key professional in this process of communication. Early warning of concerns should be communicated to the Principal so that strategies can be discussed and agreed before more formal steps are required.

If parents are concerned, it is essential that they communicate this with the school. They can do this by:

- Contacting the class teacher;
- Contacting the Deputy Principal;
- Contacting the Principal.

Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising an IBP (Individual Behaviour Plan) and any further disciplinary action will be discussed and communicated clearly.

If the school is concerned about a child's behaviour, the incident/s are logged on CPOMs and parents are informed.

This may be through:

- A conversation with the class teacher or a slip sent home to inform of repeated C1 or C2 incidents;
- A conversation with the class teacher or a slip sent home to inform of a C3 incident;
- A phone call to inform of a C4 incident;
- A phone call to arrange a meeting to discuss a C5 incident;
- A meeting at parents' evening;
- A progress meeting;
- A phone call or letter to arrange a meeting to discuss general concerns or patterns in behaviour.

Any reported matter is normally dealt with through a series of interviews, including pupil and staff accounts that were relevant. If a parent wishes the pupil not to be interviewed, then the parent must accept that the matter may only be able to be noted and not actioned.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of our school's life is encouraged and this assists the development of positive relationships. The school may contact parents to seek support when dealing with behaviour and if a satisfactory outcome is not reached, the issue will be escalated to the governors who will decide on next steps. This may include a letter to invite parents to meet with staff and governors so that everyone can work together.

Exceptionally good behaviour is also reported to parents. This may be in the form of:

- A postcard/note home from staff;
- An owl/leaf merit being awarded in Friday's Celebration Assembly;
- A head teacher's Owl/Leaf Merit Award;
- A message at parents' evenings;
- A phone call home.

**The Role of Governors**

The Chair of Governors, or another representative from the Governing Body, will be available to meet with the Principal, Deputy Principals, staff and parents to talk about behaviour. This will offer another form of communication between home and school. Governors will work closely with the Senior Leadership Team and advise them of any reported issues so that they can be addressed immediately. The Principal reports the number of logged behaviour incidents each term to the Local Board of Governors.

**Our School Values**

**Lydiard Millicent CE Primary**

**Ridgeway Farm CE Academy**

Generosity 	Compassion 	Courage 
Forgiveness 	Service 	Respect 
Thankfulness 	Trust 	Perseverance 
Justice 	Friendship 	Truthfulness 

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We encourage all staff and children to follow our school values.

### **Classroom Rules**

At the beginning of the academic year, each teacher and class devise a set of rules in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required.

### **Rewarding Good Behaviour**

The emphasis of rewards at Lydiard Millicent CE Primary & Ridgeway Farm CE Academy is to reinforce good behaviour and also to have a motivational role, helping children to understand that good behaviour is valued. All school staff and parent helpers award rewards using the hierarchy below:

- Non-verbal gestures providing instant positive feedback on behaviour to the child;
- Verbal praise, both informal and formal, public and private (to individuals and groups);
- Motivational stickers;
- Gem points linked to our 4 houses that each child is put into as they enter school;
- Gems linked to our Gem Powers system;
- Gem Awards chosen by teachers;
- Merit Award chosen by Principal;
- Recognition from Principal with a sticker or gem points;
- Bonus gem points;
- Recognition from parents and whole school community (Celebration Assembly).

### **Negative Behaviour**

Rewards and sanctions are used in conjunction with school and class rules. We believe that the use of rewards is preferable to sanctions and assertive behaviour management strategies are used throughout the school. The hierarchy of sanctions for use in class is set out in Appendix 1.

If the child is sent to the Deputy Principal or the Principal for a C4 or C5 incident, parents are informed, the behaviour is logged on CPOMs and this is monitored to ensure that there is not a pattern or other factors influencing the negative behaviour -the percentage of categorised incidents are reported to governors at the LGB Meetings throughout the year.

Repeated C1 or C2 incidents will be taken seriously and recorded on CPOMs if reoccurring. More serious C3 incidents are always logged and include the actions taken.

Class teachers use their professional judgement when following actions and consequences. We do not undertake group punishments for individual pupils' actions.

### **Outside the classroom**

If a child is misbehaving outside the classroom, for example, in corridors/cloakrooms/assemblies/during after school clubs they are reported to their class teacher who then takes appropriate action. Children are expected also to walk down the lane keeping to the footpath and show respect for people's gardens and property. The Principal will investigate reports of inappropriate behaviour in the local community after school hours.

## Before School

Children are expected to behave appropriately and any inappropriate behaviour is managed in the same way, with pupils being sent to the office if necessary by the staff member on duty so a relevant member of staff can resolve the issue and report the incident/behaviour on CPOMs.

## Playtime Procedures

Children are never on the playground without adult supervision. Should a child's behaviour be inappropriate, a duty teacher will resolve the disagreement/problem and if necessary remove the child from the situation. Serious offences are managed in the same way as they are at lunchtimes using the behaviour chart, appropriate staff members according to severity of the incident, contacting parents if necessary and then logging on CPOMs so relevant staff members have access to the information and the actions taken.

## Lunchtime Behaviour Management

The Midday Supervisory Assistants (MDSAs) or Play Leaders are in charge of the management of behaviour during the lunch hour and as such, have complete authority, although they may refer to teachers/SLT if necessary. MDSAs/Play Leaders follow the same procedures for good behaviour and consequence as stated in Appendix 1 and will award stickers or gem points for good behaviour, as all other members of staff do. However, if children are behaving in an inappropriate way, the behaviour policy is followed.

Children are praised for their politeness and good table manners in the Dining Hall and stickers are awarded.

## Specific programmes for individual children

If a child continually chooses to behave inappropriately and has to be given sanctions on a regular basis, it is likely that they will need an Individual Behaviour Programme. The SENCO/Principal will implement the programme that will include:

- achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc.

Individual Behaviour Programmes will follow guidelines and will be **additional to and different from** the whole school behaviour policy but they will still remain within the general ethos of the School.

## Secondary Transfer

In preparation for transfer to KS3, pupils in the Summer Term of Year 6 will be given opportunities, through the PSHE Scheme of Work, to develop strategies to help them cope effectively with the diversity of behaviours that they will be exposed to.

## Physical intervention

Very rarely, a member of staff may be required to physically intervene with a pupil for example, if two pupils were fighting, or if a pupil was causing danger to others and needed to be removed. There is a policy on physical restraint that covers this aspect of behaviour and outlines procedures to be followed. All members of staff follow "The Use of Reasonable Force" <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schoolsguidelines>

and a positive handling policy. Team Teach training is offered to staff every 3 years.

### **Exclusions**

The Principal follows DBAT's Exclusion Policy, and has the right to exclude pupils if the need arises, in consultation with the governors. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with them and other agencies, for example, the Educational Welfare Officer and Social Services. Any exclusion is reported to DBAT and to County.

### **Review and Monitoring**

Our behaviour systems are regularly reviewed and monitored and new members of staff are given training into their use so as to ensure understanding and consistency.

## BEHAVIOUR MANAGEMENT POLICY

### PART 2 – Anti-Bullying

#### Aims

The aims of this section of the policy are to:

- protect and embrace everyone who studies and works in the school, both pupils and staff;
- raise awareness of bullying throughout the school and to ensure that all pupils, parents/carers, staff and governors have an understanding of what bullying is;
- give details of how preventative action can be taken so that incidents of bullying can be avoided;
- publicly acknowledge that our school considers bullying to be unacceptable and that we are committed to dealing with it;
- ensure that all pupils, staff, parents and governors know how incidents of bullying will be dealt with and that pupils know what to do if they feel that they are being bullied;
- ensure that all staff know how to challenge and stop any incidents of bullying by supporting the pupil who has been bullied and by addressing the behaviour of the bully/bullies.

#### Our Philosophy

We believe that everyone has the unquestionable right to feel safe and unthreatened. We aim to promote a secure and happy environment, free from the threat of verbal, physical or indirect bullying and where children show care and consideration for all others. Bullying can affect a pupil's safety, confidence, self-esteem and their academic achievement and it will not be tolerated at our school.

#### Definition

In accordance with Wiltshire's Children and Young People's Trust Board and Wiltshire's Anti-Bullying Steering Group, we consider bullying to be:

**'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'**

*At Lydiard Millicent CE Primary & Ridgeway Farm CE Academy, 3 incidents to the same pupil will be defined as, and dealt with, as bullying.*

#### Types of Bullying

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - focussing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology (e.g. camera & video facilities).

## **Signs and Symptoms of Bullying**

These may include:

- being frightened of walking to or from school
- not wanting to go on the school mini-bus
- begging to be driven to school
- changing their usual routine
- being unwilling to go to school
- beginning to truant
- becoming withdrawn, anxious or lacking in confidence
- starting to stammer
- attempting or threatening suicide or running away
- crying themselves to sleep at night or having nightmares
- feeling ill in the morning
- changes in school learning becoming apparent
- going home with clothes torn or property damaged
- having possessions which are damaged or that 'go missing'
- asking for money or starting to steal money
- having unexplained cuts or bruises
- going home hungrier than usual
- becoming aggressive, disruptive or unreasonable
- bullying others
- refusing to eat
- being frightened to say what is wrong
- giving improbable excuses for any of the above
- being afraid to use the Internet or mobile phone
- being nervous and jumpy when a cyber message is received
- putting off going out to play (stalling in cloakroom)

## **Preventative Strategies**

We work hard to prevent incidents of bullying by:

- having clear procedures that have been shared with pupils, staff, other school adults, parents & governors;
- ensuring that children understand the term 'bullying' and know what the consequences of such actions will be;
- utilising outside speakers and drama groups as well as in school resources;
- having a well supervised school site;
- having an atmosphere of openness and honesty in line with the school ethos and Christian values;
- ensuring that classes have a wide variety of methods to encourage communication, e.g. circle time, worry box, Bin it Bag it Bring it books, Class Council, School Council
- involving outside agencies - anti-bullying theatre;
- regularly reviewing our Internet Safety procedures;
- Stonewall resources about same sex relationships to promote an understanding that puts a stop to homophobic bullying.

## **Support through the Curriculum**

Our schools offer support through the curriculum by:

- enabling all pupils to utilise the knowledge, skills and understanding, as learnt through the PSHE and Citizenship curriculum (Learn4Life scheme);
- using of the Values for Life themes and resources for assemblies and class worship;
- making Internet Safety an integral part of the Computing curriculum and ensuring that pupils have an age appropriate understanding of staying safe.

## **Support for Vulnerable Groups**

Any pupil or member of staff who is deemed to be vulnerable (having been the victim of bullying or having bullied others) will be given regular support and the following strategies may be used:

- peer support;
- involvement of outside agencies;
- one-to-one sessions;
- group counselling;
- interventions following analysis of data from any pupil surveys.

## **Roles**

All members of staff have the responsibility of working to prevent bullying in our school. Each member of staff is also responsible for following the correct procedure should they be made aware of any incidents of bullying. It is the responsibility of the Principal and the governors to oversee the implementation of this policy. The Principal reports on bullying incidents at each LGB meeting via the head report to governors.

## **Procedures**

- All bullying incidents have to be reported to the Principal or Deputy Principal;
- Any concerns that members of staff have about individual children are raised, discussed and logged on CPOMS. Those children are then monitored.
- All cases of bullying, as defined by our above definition, will be recorded by staff on CPOMS and details of how the incident was responded to and monitored will be included;
- Parents and children must report any bullying as soon as possible so it can be dealt with;
- Parents/carers will be informed of any bullying incidents and they will be asked to come in to a meeting to discuss the problem (bully and victims);
- The bullying behaviour or threats of bullying will be investigated and bullying stopped quickly;
- Consequences, as detailed in Appendix 1, will be applied;
- Support will be given to the person being bullied;
- The bully/bullies will be monitored and supported to enable them to change their behaviour;
- All incidents will be continually monitored by staff to ensure that the bullying has stopped permanently.

## **Reporting Incidents**

We aim to create an atmosphere where anyone who is being bullied, or anyone who knows about it, feels that they will be listened to and that action taken will be swift and sensitive to their needs. Anyone who is aware of an incident of bullying must realise that 'not telling' means that bullying is likely to continue. Pupils have a variety of ways in which they can report an incident of bullying, these include:

- Circle time;
- A worry box;
- A Bin it, Bag it, Bring it Book;
- Sharing numbers to represent how they are feeling;
- Class Council;
- School Council;
- STOP Committee;
- Asking to speak to a member of staff outside of lessons.

There are different methods in each class depending upon age.

Parents have the opportunity to talk with teachers before and after school, make appointments and/or request a telephone conversation so that any concerns that they have can be dealt with at an early stage. When alerting the school to concerns regarding bullying, parents will need to provide information about specific incidents as this will enable the school to respond swiftly. We always encourage parents to come and talk to the school as soon as there is a concern.

The Principal reports on all behaviour and bullying incidents in her reports see Appendix 5.

## **Outcomes**

Once a situation has been assessed and it has been defined as bullying, the school will:

- meet with parents/carers of all children involved;
- ensure that all those involved are listened to and that the perpetrator knows what they have done is wrong;
- try to develop an understanding of why the perpetrator may be exhibiting such behaviour;
- explain the action that will be taken next (e.g. consequences);
- ensure that all those involved understand the bullying procedure and know what will happen if the bullying behaviour continues;
- work closely with the 'victim' to ensure that they feel safe and confident;
- work with the friends of the 'victim' to ensure that there is a supportive social network (support will be given by a teacher, TA or other support staff member);
- help any observers understand the importance of helping someone who is being bullied;
- provide the necessary support for the perpetrator to ensure that they can make positive changes to their behaviour.

To ensure that repeat bullying does not take place, those involved will be closely monitored by the Principal and the relevant members of staff. Parents will be informed at regular intervals and the pupils involved will be made aware of this.

### **Consequences**

The Principal and/or Deputy will discuss the consequences with parents and agree a suitable punishment. A school punishment may include missing a club event, a playtime or a school trip or not being allowed to join in an activity. Home punishments may also be included.

Consequences will be applied fairly, consistently and reasonably and will take into account any special education needs (SEN) or disabilities that pupils may have. We recognise that bullying is unacceptable from any pupil or member of staff but acknowledge that for consequences to be effective, they need to take account of any special needs and the extent to which the perpetrator understands and is in control of what he/she is doing.

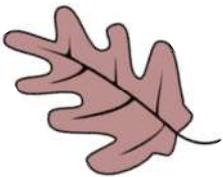
The Principal and governors reserve the right to suspend or expel a pupil who has been involved in a very serious incident/s of bullying another pupil/member of staff.

This Behaviour Management Policy is a working document and whilst the school acknowledges that it may not always get it right, the policy will be constantly reviewed and amended to ensure that the children receive the best provision possible.



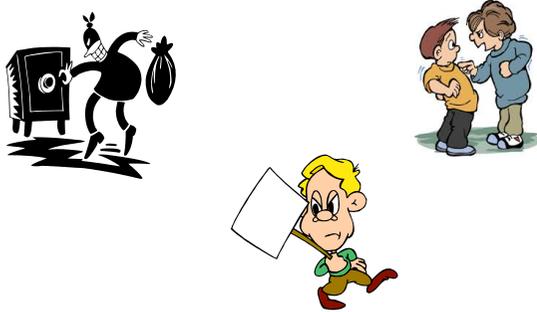
## POSITIVE CONSEQUENCES

- Smile
- High-Five
- Thumbs up
- Verbal praise
- Stickers
- Merit Awards
- Gem Points
- Certificates/Notes home
- Leaves for the Celebration Tree
- In-class rewards
- Showing our learning to others
- Headteacher's Award



*REMEMBER THAT EVERY DAY IS A NEW START*

## UNACCEPTABLE BEHAVIOUR

	<b>Actions</b>	<b>What it might look like</b>	<b>Consequences</b>
<b>C1</b>	<ul style="list-style-type: none"> <li>➤ Running in school</li> <li>➤ Interrupting in class</li> <li>➤ Behaviour in line</li> <li>➤ Not sharing</li> <li>➤ Wasting time</li> <li>➤ Making noises</li> <li>➤ Not listening to others</li> <li>➤ Swinging on chairs</li> <li>➤ Fidgeting/not listening</li> <li>➤ Not saying please or thank you</li> </ul>		<p><b>C1</b> The adult will remind you to make a good choice and will tell you why that good choice is important.</p>
<b>C2</b>	<ul style="list-style-type: none"> <li>➤ Snatching</li> <li>➤ Throwing resources</li> <li>➤ Damaging property</li> <li>➤ Pushing/shoving</li> <li>➤ Unkind remarks/name calling</li> <li>➤ Tone of voice</li> <li>➤ Teasing</li> <li>➤ Throwing food or littering</li> <li>➤ Untidy uniform (untucked shirts etc)</li> </ul>		<p><b>C2</b> The adult will remind you to make a good choice and will choose an appropriate consequence e.g. apologise, pick up the litter, some time-out.</p>
<b>C3</b>	<ul style="list-style-type: none"> <li>➤ Rough play</li> <li>➤ Misuse of toilets</li> <li>➤ Lying</li> <li>➤ Leaving class without permission</li> <li>➤ Refusal to follow instructions or being defiant or answering back</li> <li>➤ Hurting another child</li> <li>➤ Destroying others' work</li> </ul>		<p><b>C3</b> The adult will remind you to make a good choice. A consequence will be given that you will need to carry out in your own time. The incident will be logged on CPOMs with any necessary actions. If you repeat the behaviour, your teachers will let your parents know so that we can all work together to help you.</p>

<p><b>C4</b></p>	<ul style="list-style-type: none"> <li>➤ Swearing/rude gestures/blasphemy</li> <li>➤ Spitting</li> <li>➤ Dangerous play</li> <li>➤ Stealing</li> <li>➤ Intended violence to another</li> <li>➤ Racism</li> <li>➤ Name calling about gender or appearance or any type of discrimination</li> <li>➤ Fighting</li> <li>➤ Graffiti or vandalism</li> <li>➤ Inappropriate touching (please also refer to Safeguarding Procedures)</li> <li>➤ Repeatedly arguing with or being rude to an adult</li> <li>➤ Leaving school without permission</li> <li>➤ Forcing someone else to do something against their will</li> </ul>	   	<p><b>C4</b> You will be sent to a Senior Leader. The incident and actions taken will be logged on CPOMs. We will tell your parents about the incident and the adults will decide on a suitable consequence.</p>
<p><b>C5</b></p>	<ul style="list-style-type: none"> <li>➤ Injury requiring doctor/ambulance</li> <li>➤ Malicious serious damage</li> <li>➤ Theft from people not at school</li> <li>➤ Extreme behaviour away from school E.g. on a trip</li> </ul>	 	<p>❖ <b>C5</b> This is <b>VERY SERIOUS</b> and could lead to exclusion. The incident will be recorded and a meeting will be held between the Principal, parents and child to decide the actions to be taken.</p>
<p>❖ Where incidents are repeated even after consequences have been given, the Principal will give additional consequences as necessary and will liaise with parents/carers.</p> <p>❖ If the incidents involve other children, the Principal will use the Behaviour Management Policy and refer to the Anti-Bullying guidance.</p>			

## Appendix 2

### Behaviour & Discipline in Schools; A Guide for Head Teachers and School Staff

#### Introduction:

This summary is taken from the statutory guidance from the Department for Education published in January 2016. The guidance explains why schools must have a behaviour policy, what it must cover and the role of the governing body and Principal in shaping their school's behaviour policy. The document provides an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school.

Much of this summary is directly quoted from the guidance.

#### Key Points

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the Principle says otherwise) with responsibility for pupils, such as teaching assistants.
- Principals and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

#### The School Behaviour Policy

The law states that the Principal must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

After the Deregulation Act 2015, Schedule 16 paragraph 2, schools no longer have the statutory obligation to have in place home school agreements. Home-school relations are important but the school can determine how best to foster these relationships.

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the Principal should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

#### Discipline in Schools – Teachers' Powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

## **Punishing Poor Behaviour**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

Punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate; the penalty must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Corporal punishment is illegal in all circumstances.

The school should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the safeguarding policy. Consideration should also be made whether continuing disruptive behaviour may be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

## **Pupils' Conduct Outside the School Gates - Teachers' Powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

## **Detention**

Teachers have a legal power to issue detention to pupils (aged under 18). Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably, when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety.

## **Confiscation of Inappropriate Items**

The general power to discipline 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. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

Teachers have the power to search without consent for 'prohibited items' including items such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, and fireworks and pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules.

Weapons and knives, **illegal drugs, stolen property (not from another pupil)** and extreme or child pornography must always be handed to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## **Power to use Reasonable Force**

The legal provisions on school discipline also provide members of staff with 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. Separate advice is available in 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

## **Appendix 3**

### **Getting the simple things right - Charlie Taylor's behaviour checklists.**

Charlie Taylor is the Government's Expert Adviser on behaviour in schools. In line with his recommendations, we have devised our own checklist for behaviour.

#### **Behaviour Checklist for Teachers** **Classroom**

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the behaviour chart in class.
- Follow through with rewards.
- Follow through with consequences.
- Have a visual timetable on display.
- Follow the school behaviour policy.

#### **Children**

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

#### **Teaching**

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

## Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones. Follow the behaviour policy for methods of communication.

### Appendix 4: Useful sources of information and support for children and young people and their parents/carers:

<b>ask</b>	Helpline: 08457 585072 or email: <a href="mailto:info@askwiltshire.org">info@askwiltshire.org</a> (a Wiltshire based charity who support parents/carers) <a href="http://www.askwiltshire.org/info-centre">http://www.askwiltshire.org/info-centre</a>
<b>Childline</b>	Helpline: 0800 1111 (open 24 hours a day - aimed at children who are experiencing bullying problems) <a href="http://www.childline.org.uk">www.childline.org.uk</a>
<b>Kidscape</b>	Helpline: 020 77303300 (aimed at parents, guardians or concerned relatives or friends of bullied children) <a href="http://www.kidscape.org.uk/">http://www.kidscape.org.uk/</a>

**LYDIARD MILLICENT CE PRIMARY SCHOOL  
BEHAVIOUR REPORT TO GOVERNORS Appendix 5**

**Report (confidential):** ..... Term

**Number of incidents reported**

<b>Incident Type</b>	<b>Autumn 2017</b>	<b>Spring 2018</b>	<b>Summer 2018</b>
Racist			
Disability related			
Homophobic			
Religion/belief related			
Sexism/Sexual Harassment			
Gender identity related			
Other/non-specific			
<b>Total</b>			

**Gem Powers (Owls at Lydiard, Gems at Ridgeway)**

	<p>Diamond.....being responsible</p> <ul style="list-style-type: none"> <li>• tries to solve his/her own problem rather than relying on an adult</li> <li>• uses their learning 'toolkit' (different strategies they have been taught) to identify what they needed to do when they were stuck.</li> <li>• uses their talk partners/teachers to ask good questions to help move their learning on.</li> </ul>
	<p>Emerald.....being courageous and sticking with it even when it gets tough</p> <ul style="list-style-type: none"> <li>• brave enough to 'have a go' with their learning even though they know they might make a mistake.</li> <li>• comfortable to make mistakes as they know these help them to learn.</li> <li>• learn from their mistake and 'bounce back', they stick with it</li> <li>• remain calm even though they have been upset or angry</li> </ul>
	<p>Sapphire....keeping focus</p> <ul style="list-style-type: none"> <li>• keeps on task even though there are lots of distractions</li> <li>• keeps listening to others (teacher and others in the class) even when there are distractions</li> </ul>
	<p>Ruby.....supporting others</p> <ul style="list-style-type: none"> <li>• gives support to others by listening to them and smiling at them</li> <li>• praises others when they do well</li> <li>• helps others when they have a problem</li> </ul>
	<p>Amethyst ...cooperation....learning with a partner</p> <ul style="list-style-type: none"> <li>• shares ideas with their partner talking and listening skills.</li> <li>• takes it in turns to listen and then share what they thought.</li> <li>• adds new idea to their old ones</li> </ul>
	<p>Topaz .....collaboration...learning in a big group</p> <ul style="list-style-type: none"> <li>• shares at least one idea with the whole group</li> <li>• takes turns to share ideas</li> <li>• asks different questions in their group to make sure that they have known that their idea is in everyone's heads.</li> </ul>