

Netherleigh and Rossefield School

Behaviour Policy

January 2017

Policy Statement

At Netherleigh and Rossefield School we seek to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

This document is a statement of the aims and strategies for Behaviour Management at Netherleigh and Rossefield School. It seeks to reflect the aim of the school to respect and care for each other, and the wider world in which we live. Our policy is designed to promote good behaviour amongst pupils. There are occasions in which pupil misbehaviour will occur in school, and this policy will clearly outline the sanctions that are to be applied in the event of pupil misbehaviour.

All staff at Netherleigh and Rossefield have a responsibility to positively influence the atmosphere of the school and maintain high standards of behaviour. This policy is shared with all staff (including volunteers and support staff) upon employment.

The advice outlined in *Behaviour and Discipline in schools* (2016) has been influential in the development of this policy. The *Equality Act (2010)* has shaped the way in which the school manages issues in relation to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.

Netherleigh and Rossefield School does not permit the use of corporal punishment during any activity whether on or off the school premises under any circumstances.

The aims of this policy are:

- to promote positive behaviour for learning
- to define the role of teachers, the management team, pupils and parents/carers in promoting good standards of behaviour
- to define 'misbehaviour' and 'serious misbehaviour'
- to provide guidance on available rewards and sanctions

The person with overall responsibility for behaviour and sanctions at Netherleigh and Rossefield is the Headmaster.

This policy applies to all members of our school community, including those in our Foundation Stage. Netherleigh and Rossefield seeks to implement this policy through adherence to the procedures set out in the rest of this document.

School Rules

There are five school rules at Netherleigh and Rossefield School that apply to all children during all aspects of the school day. It is also hoped that these rules will shape the way in which children behave beyond the school day, so that the school's ethos has a positive impact in the wider community.

Our school rules are as follows:

- **We will always try our best.**
- **We will always be kind, supportive and polite**
- **We will look after our property and everyone else's**
- **We will look after our school building**
- **We will always look smart**

The school rules are modelled and reinforced by all members of staff. In addition to these whole school rules, teachers have the freedom to set specific rules for their own classroom. These can be tailored according to the needs of the individuals in that class and may be formed in conjunction with the children, so that they have a voice in determining how they would like their own classroom to function. **Classroom rules that contradict or undermine the five school rules are not acceptable.** Teachers have a responsibility to ensure that their classroom functions in a manner which complements and supports the five school rules.

Role of Teachers

(Pupils at Netherleigh and Rossefield see all adults as teachers; this section applies to all adults)

- a) The teachers in the school have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.
- b) Teachers are responsible for ensuring that the Staff Code of Conduct applies in their classes, and that their classes behave in a responsible manner during lesson time. If there are incidents of pupil misbehaviour, the teachers discuss these with the whole class, where appropriate.
- c) Every teacher treats each pupil fairly and consistently and ensures that the five school rules are being applied.
- d) If a pupil misbehaves in lessons or during break/lunch time, the class teacher records this in a Class Misbehaviour Book (see 'Examples of misbehaviour' section of this Behaviour Policy.)
- e) The class teacher deals with misbehaviour him/herself. The Senior Management Team will regularly analyse Class Misbehaviour Books to see whether any patterns of bullying are emerging, or whether any individuals are frequent perpetrators of misbehaviour.
- f) The teacher reports to parents about the progress of each pupil in their class. The teacher may also contact a parent if there are concerns about the behaviour or the welfare of a pupil.

Role of the Senior Management Team

- a) The Senior Management Team are responsible for ensuring that staff members in their respective areas of responsibility within school are following the procedure set out in the 'Role of Teachers' section above.
- b) The Senior Management Team will regularly analyse Class Misbehaviour Books to see whether any patterns of bullying are emerging, or whether any individuals are frequent perpetrators of misbehaviour. If these patterns are identified, the Senior Management Team will liaise with the class teacher to agree appropriate sanctions/solutions in these instances (see 'Sanctions' section of Behaviour Policy.)
- c) When there are instances of serious misbehaviour, The Senior Management Team will immediately record this centrally onto the 'Serious Misbehaviour Log.' Guidance on the school's interpretation of 'Serious Misbehaviour' can be found in the 'Examples of serious misbehaviour' section of this Behaviour Policy.
- d) The Senior Management Team are responsible for ensuring that the Serious Misbehaviour Log includes the pupil's name, year group, nature and date of the offence, and the sanctions imposed.
- e) The Senior Management Team will regularly analyse the Serious Misbehaviour Log to see whether any patterns of bullying are emerging, or whether any individuals are frequent perpetrators of Serious Misbehaviour. If these patterns are identified, the Senior Management Team will liaise with the class teacher to agree appropriate sanctions/solutions in these instances (see 'Sanctions' section of Behaviour Policy.)

- f) Where patterns of bullying have been identified within the Serious Misbehaviour Log or the Class Misbehaviour Book, the Senior Management Team will ensure that the steps outlined in the school's Anti-Bullying Policy are put into practice.
- g) The Senior Management Team will ensure that all sanctions imposed are fair, proportionate and reflective of the school ethos.

Expectations of Pupils

- a) Pupils are expected to follow the school rules at all times. Doing so will ensure that no instances of misbehaviour or serious misbehaviour occur.
- b) Pupils are required to dress cleanly and neatly in the specified uniform or other clothing as specified for practical work and other physical activities.
- c) Pupils must obey all health and safety regulations in classrooms and around the school. This includes helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.

Partnership with Parents/Carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. The Behaviour Policy is made available to parents/carers on the school website and upon request at the school office.

- a) Parents/carers are required to use their best endeavours to ensure that their children follow the school rules at all times.
- b) Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate, particularly in the offer of rewards and the application of sanctions.

Rewards

Aims

Rewards are a vital part of ensuring that pupils achieve the aims of the School. Rewards aim to:

- express approval of good work and behaviour;
- give encouragement;
- cultivate good behaviour;
- recognise achievement;
- positively reinforce the School rules;
- challenge.

Implementation

There are two main whole-school reward systems which are ongoing throughout the school year:

The children are given merit points by their class teachers for good work and outstanding behaviour. Multiples of 10 are recognised with applause in assembly, and certificates are awarded for reaching 50, 80, 100, 150, 180, and, exceptionally, 200 merits.

In School, the children in Reception-Year 6 are divided into four Houses: Webb, Midgley, Nelson and Ball. These Houses are named after the School's most recent proprietors. Medal points are collected each week and the team with the highest number of points is applauded in Friday's Celebration Assembly. The winning house over the course of a half term is rewarded with a bonus, 30 minute afternoon playtime.

In addition to these whole school reward systems, there are a variety of other ways in which pupils are rewarded:

- through conversation with the pupil(s);
- publicly in assembly celebrating achievements in and out of School;
- presenting certificates in assembly;
- putting comments in books or on paper after marking;
- presenting trophies for sporting achievement (both in and out of School);
- presenting trophies for musical achievement (both in and out of School);
- awards at the end of the year prize giving ceremony;
- teachers rewarding children in other appropriate individual ways

Sanctions

Aims

The aims of applying sanctions are:

- to attempt to correct unacceptable behaviour;
- to reinforce the School's standards and expectations related to academic work;
- to express disapproval;
- to define parameters;
- as a deterrent.

Implementation

Examples of misbehaviour

The following examples would be classed as misbehaviour:

- a) excessive or disruptive pupil talk during lessons
- b) 'pushing and shoving'
- c) failure to travel safely around the school building
- d) isolated instances of swearing
- e) snatching and refusing to share school resources
- f) lack of respect shown towards a member of staff
- g) lack of effort put into school/home work
- h) lack of respect for school property

This is not an exhaustive list but gives a clear indication of how misbehaviour is classified. If a pupil misbehaves in lessons or during break/lunch time, the class teacher records this in the Class Misbehaviour Book. Teachers use their professional judgement with regards to what they record in the Class Misbehaviour Book. For example, if a child initially puts a lack of effort into their work but improves after a quiet word with the class teacher, then this would not be recorded in the Class Misbehaviour Book. If a child continues to put a lack of effort into their work despite several teacher interventions, then this would be recorded in the Class Misbehaviour Book.

It is acknowledged that within the Foundation Stage some of the above examples may be linked to an individual child's personal level of development rather than being defined as 'misbehaviour.' Foundation Stage staff will use their professional judgement to determine when a child's actions can be defined as 'misbehaviour' rather than a natural consequence of the child's current level of development. For example, expectations for sharing and turn-taking are different for 2 year-olds and 5 year-olds.

Sanctions for pupil misbehaviour will include one, or a combination, of the following:

- spending up to 15 minutes in another classroom
- removal of privileges, for example not being allowed on the playground at break times;
- completing extra, or alternative, work; this may include a written letter of apology to the other party;
- tidying the School or other supervised work;
- being issued with a report card which will monitor behaviour in each lesson, be completed by the class teacher and be checked on a daily basis by the Head or Deputy Head;
- being placed on lunchtime detention for one day.

The sanctions which are applied depend on the nature of the incident involved and the age of the child. Generally the punishment should suit the crime. For example, children who have created a mess or dropped litter should be asked to tidy the classroom or pick up litter around the school grounds.

No sanctions other than those on this list should be implemented by teachers. Before issuing a sanction, teachers should attempt a range of different reasonable strategies to address the behavioural issue without the need to impose a sanction. This may include having a quiet conversation, warning the child that a sanction may have to be implemented unless the situation improves, or temporarily adjusting seating arrangements within the classroom.

In line with the Equality Act 2010, a behavioural issue involving a child with special educational needs or a disability will receive a reasonably adjusted sanction as appropriate. The SENCOs may be involved with addressing the issue.

Examples of serious misbehaviour

The following examples would be classed as serious misbehaviour:

- a) bullying
- b) serious actual or threatened violence against another pupil or a member of staff;
- c) sexual abuse or assault;
- d) supplying an illegal drug;
- e) carrying an offensive weapon;
- f) deliberate damage to school property;
- g) repeated use of foul and abusive language;
- h) discriminatory language/behaviour which undermines the school's commitment to The *Equality Act (2010)*
- i) malicious accusations made against staff

This is not an exhaustive list but gives a clear indication of how serious misbehaviour is classified. It is the role of The Senior Management Team to immediately record these instances centrally onto the 'Serious Misbehaviour Log.'

For instances of serious misbehaviour, a full detention should be set. This will involve spending two or more lunchtimes in isolation, supervised by the Headmaster or a member of the Senior Management Team. Details of the offence and detention will be recorded onto the Serious Misbehaviour Log. A letter is sent to parents explaining the reason for the detention, its date and time. Two copies should be taken; one copy should be placed in the pupil folder and one in the school office. Parents have to return a signed reply slip acknowledging receipt of the letter. It is advisable to contact parents by phone to tell them of the full detention prior to the letter being sent home. The signed reply slip should be kept in the pupil's file.

Where a malicious accusation has been made against an employee, alongside the appropriate sanctions, all employees will be informed and advised on appropriate action to take to avoid vulnerability towards repeat accusations.

Suspension or expulsions are seen as last resorts and it is hoped that problems can be resolved before reaching this point. Stealing in most cases will automatically incur a suspension. This allows time for reflection by the School, the pupil and their parents. Violent behaviour and persistent bullying may also lead to suspension.

There is close liaison with parents/carers and they are informed by teachers of sanctions which have been applied, other than those involving minor incidents. Poor work, behaviour or homework issues can be monitored using the School diary which parents see and sign, or through conversations at the end of the school day.

Transition

The smooth transition from one year group to another, as well as from a different School to Netherleigh and Rossefield School, is key to achieving a high standard of behaviour. New pupils are monitored closely by their teacher in terms of academic performance and behaviour in and out of the classroom. They are paired up with class buddies who will support them and will also model the high standards of behaviour that the school expects. In order to create a positive start, admirable behaviour is particularly sought in new pupils, in order to publicly reward these children.

Employees liaise with each other before the start of the academic year to pass on relevant information to their class's new teacher, such as behaviour patterns and effective class organisation. Parents are encouraged to talk to their child's teachers in order to ensure that teachers are as informed as possible. All classes enjoy a 'moving up' session in the summer term to meet any new pupils in their class and experience being in their new class with a new teacher. In the summer term Year 6 pupils have the opportunity to liaise with staff and children from their new school.

Physical Contact with Pupils

The Netherleigh and Rossefield School Code of Conduct offers clear guidance on this area and should be regularly consulted by all staff.

Members of staff have 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.

The Senior Management Team may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

In the vast majority of instances, it is not expected that physical contact will be required to manage behaviour within school.