

Walton Hall Positive Behaviour Policy

“We want our behaviour management system to be consistent, fair, proportional, reflective, respectful, empowering, positive and inclusive”.

At Walton Hall we believe that each and every child must be encouraged and supported in order to achieve their full potential. This means that every child’s aptitudes and interests, as well as their individuality, must be acknowledged.

We believe that all children have the right to the best possible education to enable them to reach their full potential – an education met within a positive environment, which sets high standards in behaviour and tolerance. Most importantly, they have the right to be safe and happy in school.

We believe that all children have the capacity to learn and make progress and to do so it is vital that they experience success.

We know that children enter school with differing needs, at differing levels of ability and with differing experiences. We aim to ensure that the opportunities for learning offered in this school take these differences into account and acknowledge equal opportunities for all children, regardless of gender, race, creed or ability.

We acknowledge the importance of building high levels of self-esteem in all pupils. We have high levels of expectation in all areas of the curriculum – in work, in behaviour and in attitude. We wish all children to experience the positive aspects of learning, of social and emotional development and of moral and spiritual growth.

We believe that for children to learn, learning has to be stimulating, challenging, varied, progressive and most importantly, purposeful. We believe in a curriculum which provides clear stepping stones in learning, keeping children constantly challenged by learning activities that build on what has previously been taught.

We believe in giving children clear learning goals that are individual to their learning needs.

Aims and expectations:

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise pupils’ self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose.

- To develop strategies collaboratively with staff to manage behaviours in the classroom.

Policy Development

This policy was developed by a working party of staff that came together over a number of weeks to create a whole school approach to managing behaviour in a way that strives to be “consistent, fair, proportional, reflective, respectful, empowering, positive and inclusive”. Pupils had time in class to discuss the policy in detail and to reflect on how this would be of benefit to all before it became put into practice.

This policy will be published on the school website so that it may be viewed by all interested parties with an invitation to make comments.

This policy reflects the requirements of section 89(1) (a to e) of the Education and Inspections Act 2006 as well as sections 110 and 111 of the schools Standards and Framework Act 1998

Teaching Positive Behaviour

At Walton Hall we believe that positive behaviour stems from learning core skills:

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Fairness
- Co operation with adults
- Collaboration with other children
- Sociability
- Empathy

We believe that all staff at school have a responsibility to actively help pupils develop these core skills by ensuring clear understanding of expectations and consequences through:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for pupil behaviour
- Showing empathy and understanding of all pupils
- Listening to pupils
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to pupils
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Reinforcement across all subjects, within class groups and weekly assemblies.
- Working collaboratively with the Behaviour Manager to establish strategies.

Behaviour guidelines are clearly displayed in each classroom. The primary aim of our behaviour policy is not to enforce rules, it is more a means of promoting good relationships.

The school rewards positive behaviour. This policy is designed to promote good behaviour, rather than merely deterring anti-social behaviour.

We distribute Certificates and Awards to pupils every week either for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Each class nominates two pupils for "Pick of the Week" and these names are entered into a prize draw. These presentations are the focus of our weekly reward assemblies where we celebrate successes together.

Management of unacceptable behaviour.

This is the responsibility of all members of our school community.

The school, with the authority of the Interim Executive Board, employs a number of sanctions to ensure a cooperative, safe and positive learning environment. To ensure reasonable adjustments are in place to respond to the needs of pupils with a disability, each sanction is deployed appropriately to each individual situation.

If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. If undesirable behaviour continues, the support of the behaviour manager may be requested, to develop and implement strategies. If misbehaviour continues despite input from the class teacher and the behaviour manager, or if the behaviour is deemed serious enough, advice and support is available from the Headteacher or Deputy Headteacher. Behaviour records are important here, as they constitute the evidence that allow us to monitor the effectiveness of behavioural interventions and support strategies. Examples of sanctions used include:

- The class teacher reports to parents about the progress of each child in his/her class, in line with this policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task. This would likely take place during the pupil's own time i.e. break or lunchtime.
- If a pupil is disruptive in class, this disrupts teaching and learning for others, therefore the teacher reprimands him or her. If a pupil misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. This is called a "Time out" and normally takes place in our pupil support room.

These arrangements are aimed at creating an environment where all pupils in a class can get on with their work.

On rare occasions, a pupil may refuse to comply with the adult with whom they are working e.g. a refusal to accept a time out or perhaps continued open defiance of a member of staff. In these situations, pupils are referred to a member of the Senior Leadership Team and a high level consequence will be administered- see tariff below.

Behaviour	Sanction
<p>Band 1 low level behaviours (examples)</p> <ul style="list-style-type: none"> • lesson disruption • chewing gum • lateness • low level non-compliance (e.g. refusing to engage fully in class for a short period of time) 	<p>Teacher administration/ supervision. Recorded on individual behaviour log and passed to SIMS (Schools Information Management System) on half-termly basis</p> <ul style="list-style-type: none"> • time out if required • 3 'strikes' warning system • time paid back break/ lunch
<p>Band 2 medium level behaviours</p> <ul style="list-style-type: none"> • absconding (inside school grounds) • inappropriate language • intimidation • sexualised behaviours with lack of understanding • bullying • threats of violence, theft or vandalism • medium level non-compliance (e.g. prolonged periods of disengagement, refusal to act on instruction) 	<p>Line manager/ Behaviour Manager/SMT informed. Incident sheet completed. Passed straight to SIMS.</p> <ul style="list-style-type: none"> • 3 'strikes' • internal exclusion • on call withdrawal/ support • SMT interview • Parental involvement

<p>Band 3 high level behaviours</p> <ul style="list-style-type: none"> • absconding (outside the school grounds) • violence to staff or pupils • serious damage to property • theft from person • illegal substances or weapons brought into school • sexualised behaviour with intent • persistent targeted bullying • high level non-compliance (e.g. total disengagement for extended time periods. Refusal to comply with any instruction, refusal to stay in the learning environment) 	<p>Head teacher/ Behaviour Manager/IEB/ behaviour panel involvement. Incident sheet completed, passed straight to SIMS.</p> <ul style="list-style-type: none"> • referred to specific course of behaviour management • isolation • referral to Behaviour Board • short term exclusion • permanent exclusion
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Searching pupils

School staff can search pupils with their consent for any item which is banned by the school rules (e.g. mobile phones). Head teachers and staff, authorised by members of the Interim Executive Board, have the power to search pupils or their possessions, without consent (but in the view of the pupil), where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

Confiscating items that are not allowed in school.

Items such as mobile phones, i-pods, cameras and other personal music equipment that can cause distraction and/ or annoyance to others. may be confiscated and returned at the end of the school day. Items such as chewing gum may be disposed of. Cigarettes and lighters will not be returned to pupils but may be collected by parents/ carers by prior arrangement with the school office.

Guidelines for dealing with inappropriate behaviour

In dealing with inappropriate behaviour, we seek to help pupils make “the right choices” and in so doing, change their behaviour and attitudes over time. The safety of the children is paramount in all situations. If a pupil’s behaviour endangers the safety of others, the class teacher has the right to stop the activity and prevent the pupil from taking part in the rest of that session.

If a child threatens, hurts or bullies another pupil, then we would also follow the procedures detailed in the **Anti Bullying Policy**. At the beginning of the school year, the class teacher discusses expectations regarding behaviour with his/her class. This reminder is likely to be reflected in the theme of a whole school assembly too.

The school positive behaviour code is displayed on the wall of the classroom. A copy of the associated policies will be on the website, and parents made aware of them. A copy of individual classrooms 'Code of Conduct' will be sent home by each class teacher. In this way, every pupil in the school knows the standard of behaviour that we expect, both in his/her class and generally throughout the school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class at an appropriate time of the day.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the *Education and Inspections Act 2006*. Staff only intervene physically to restrain children if they consider it necessary to prevent personal injury to a child, or if a child is in danger of injuring him/herself or putting him/herself in a position of danger, or prejudicing the maintenance of good order and discipline at the school, whether during a teaching session or otherwise. The actions that we take are in line with government and Local Authority guidelines on the restraint of children. If RPI (Restrictive Physical Intervention) is used then this will be communicated to parents and the incident will be recorded in line with aforementioned guidance. All staff receive appropriate training and refresher courses in SCIP (Strategies for Crisis Intervention and Prevention). See use of physical intervention and support policy.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are operating in their class, and that classes behave in a responsible manner during lesson time. As part of a broader pastoral role, staff are also expected to give guidance and advice during the course of the school day as pupils move around the school, where this is required.

Individual Behaviour Plans

Pupils who frequently exhibit behaviour which may challenge have an individual behaviour plan that sets out likely antecedents and successful strategies for management. The IBP is a working document that is reviewed on a termly basis and modified when required.

Pupil support

The school has a dedicated Behaviour Manager who is responsible for behaviour support and interventions under the direction of the SLT. A new resource base has been established in the Key Stage Three Library for the purpose of behaviour support and intervention. Pupils are able to access personalised courses on management of specific behavioural issues. The SLT and behaviour support staff track the effectiveness of behaviour management and interventions across the school using records from SIMS data.

Exclusion

The Headteacher monitors all reported serious incidents and has the authority to give fixed-term exclusions to individual pupils if:

- they have seriously broken school rules
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

However:

- No pupil can be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
- If a pupil is excluded for longer than five school days, the school will set work for them and mark it

If a fixed term exclusion is deemed necessary by the Headteacher, the school will contact parents by phone and follow this with a letter that includes information on:

- the period and reason for exclusion
- a parent's duty to ensure that during the first five days of any exclusion their child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the school that apply from the sixth day of the exclusion

Permanent exclusions

School will usually only permanently exclude a pupil as a last resort, after trying to improve behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil for a 'one-off' offence. If the child has been permanently excluded, parents should be aware that:

- the school's IEB is required to review the headteacher's decision and parents may meet with them to explain your views on the exclusion
- if the IEB confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

The Headteacher informs the LA (Local Authority) and the Chair of the IEB about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Parents must ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a £50 penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

The Headteacher and the IEB have a right to take action against individuals who bring the good name of Walton Hall School into disrepute by their inappropriate behaviour or activities either within, or outside of the school.

Departmental for Education advice Updated:26 April 2012 States the following:

What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school's behaviour policy sets 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.

Subject to the school's behaviour policy, the head / teacher may discipline a pupil for any misbehaviour when 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 at the school.*
- *misbehaving at any time, whether or not the conditions above apply, that:*
- *could have repercussions for the orderly running of the school or*
- *poses a threat to another pupil or member of the public or*
- *could adversely affect the reputation of the school.*

The role of parents

Parents are asked to work in partnership with the school in order that children receive consistent messages from home and school about acceptable behaviours. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

Where this is successful, pupils tend to be happier in school because they know what is expected of them.

We share the school rules and the behaviour code in the school prospectus, on the school website and to pupils and parents in the first week of Autumn Term and we ask parents to support these through our home school partnership agreement. The school is currently developing a revised 'Partnership Agreement' to support this.

If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If this does not resolve the issue, then the Headteacher or Deputy Headteacher may be consulted. If subsequently, parents believe that discussions

with the Headteacher have failed to resolve matters, they will be referred to Local Authority guidance explaining the official complaints procedure.

The role of the IEB

The IEB has a legal duty under the 2010 Equality Act in approving these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The IEB supports the Headteacher in carrying out these guidelines.

If necessary, the IEB will convene a discipline committee made up of between three and five members or co-opted members which considers any exclusion appeals on behalf of those appealing. When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the IEB appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the IEB may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

The Chair of the IEB can be contacted through the school or the LA telephone numbers.

Allegations of abuse against staff

Allegations of abuse against staff are taken very seriously and must be reported to the Head Teacher or Deputy Head teacher immediately either in the form of a written incident sheet or verbally if this is more appropriate. School will then ensure they deal with allegations quickly, in line with school policy, in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported, but may become necessary, based on an assessment of risk.

In cases where the Headteacher is the subject of the allegation or concern, reports should be made to Chair of the IEB. Contact should be made immediately with the Local Authority Designated Officer (LADO) responsible for providing advice and monitoring cases.

Contact details are as follows:

Julie Astall – telephone 01785 278958

Malicious Allegations against Staff

It is important that allegations which may appear to be malicious in nature, are investigated thoroughly and without prejudice. The allegation may be due to a range of reasons and could, in reality, be a cry for help. If this is found to be the case then all appropriate and available support systems will be accessed for the well being of the student. It is important that the teacher involved, should also receive all necessary after-care, with access to counselling and support as required as this experience can, understandably, have devastating and long lasting effects on the individual concerned.

The statutory guidance from the Department for Education updated 26 April 2012 is as follows:

If an allegation is determined to be unfounded or malicious, the LADO (Local Authority Designated Officer) should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the head teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Allegations that are found to have been malicious after a full investigation, will be classified as a highest level offence (see tier of behaviours and sanctions). Parents will be informed in all cases and school will therefore consider an appropriate sanction, which could include a fixed period of behaviour support and monitoring following reparation with the staff member concerned wherever possible; or temporary exclusion within school or at home; or a permanent exclusion, as well as referral to the police, if there are grounds for believing that a criminal offence may have been committed.

Malicious allegations should be removed from the personnel records of the member of staff involved and should not be referred to, in employer references. As above, all appropriate support and aftercare should be given to the staff member involved.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour. The class teacher records classroom incidents in the Class Behaviour Log. The School Office keeps a record of incidents on the school SIMS system where a child is referred to the Headteacher or Deputy Headteacher on account of bad behaviour.

The school keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the IEB to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy is linked to other Walton Hall School policies such as Equality and Diversity Policy, Staffing Policy etc. This can be obtained at the school office.

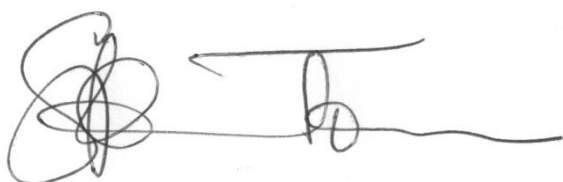
School has used *The Statutory Guidance from the Department for Education updated 26 April 2012* in producing this policy.

Review

All stakeholders will be notified and when the policy is due for review so that have an opportunity to comment. Comments will be given due consideration. The Student Council will use meeting time to review and comment on as appropriate. Any complaints should be made following the Complaints Procedure which can be obtained at the school office.

The IEB reviews this policy every two years. The IEB may review the policy earlier than this, if the government introduces new regulations, or if the IEB receives recommendations on how the policy might be improved.

Updated : October 2013

A handwritten signature in black ink, consisting of a large, stylized initial 'S' followed by a horizontal line and a smaller, less distinct signature.

RATIFIED BY IEB: DATE 22.10.2013