



# BEHAVIOUR MANAGEMENT POLICY

**Policy under review by the Full Governing Body .**

## **Behaviour Management Policy 2014-15**

### **Our vision – Achieving Excellence by Unlocking Potential**

#### **Behaviour for Learning**

Raine's Foundation School has clear behaviour management systems in place which encourage pupils to act in a mature and considerate way. Behaviour expectations are made clear in the Raine's Foundation Code and Classroom Expectations. Pupils understand that there are consequences for poor behaviour. Our behaviour policy promotes respect for others, intolerance of bullying and harassment, the importance of self-discipline and the difference between right and wrong.

The underlying purpose of the Behaviour Management Policy is to support pupils learning and progress across the formal and 'hidden' curriculum.

#### **Links with Other Policies**

The Behaviour Policy forms part of a holistic approach to behaviour in Raine's Foundation School; hence it is linked to other policies. To avoid duplication and to ensure clarity more detail about aspects of the school's approach to behaviour is found in the Behaviour Management (Guidance) and policies relating to Equal Opportunities, Professional Expectations and Obligations, Special Educational Needs and Teaching and Learning.

#### **What Our Behaviour Policy Should Achieve**

Raine's Foundation School believes that effective learning takes place in a supportive and enthusiastic atmosphere. Our Behaviour Policy should be conducive to such an atmosphere, make work and leisure at school enjoyable, ensure fair treatment for all and develop trust and ensure justice.

#### **The Governing Body**

The role of the governing body is to keep behaviour under review and monitor the effectiveness of the Behaviour Policy. The Governing Body is also charged with appointing governors to the Pupil Discipline Committee. This meets to hear permanent exclusions and appeals relating to fixed term (5 days or over) exclusions. The Pupil Discipline Committee is also convened to meet when pupils have activated a series of triggers that have alerted to their being of serious concern. The committee is convened to meet with these pupils and their parents.

- 1.1 The school's behaviour policy has been adopted by the governing body on (**to be confirmed**)
- 1.2 The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school prospectus, home-school agreements, newsletters and other normally used channels, including the school's website.
- 1.3 The school has communicated the behaviour policy to all pupils through the school rules or expectations (B4LPolicy), school prospectus, newsletters, planner, school assemblies and within the curriculum wherever relevant.

- 1.4 The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils.
- 1.5 The school will ensure that all staff are consulted regularly about the policy and its implementation.
- 1.6 The school has communicated the behaviour policy to all staff by providing copies of the policy and through the staff training programme.

### **Acceptable and unacceptable behaviour**

- 1.7 The school defines acceptable behaviour as that which promotes courtesy, cooperation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- 1.8 The school has identified examples of unacceptable behaviour, which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage to or theft of property belonging to another, bullying (including cyber bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image/size/obesity, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying, and sexist bullying).

### **Recognition, rewards and sanctions**

- 1.9 The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:
  - praise and positive feedback;
  - commendations and certificates
  - letters to parents/carers;
  - extension of school privileges and reward trips
- 1.10 The school will ensure it gives appropriate support to individual pupils who may be at risk of disaffection or exclusion, including:
  - learning support;
  - mentoring;
  - individual education planning;
  - curriculum and teaching resources;
  - teaching strategies;
  - study support;
  - anger management.
- 1.11 The school will implement an agreed range of strategies to deal with inappropriate behaviour by pupils, including:
  - talking 'privately' with the pupil;
  - verbal reprimand;
  - time out;
  - referring matters to the appropriate member of staff;
  - instituting pupil searches, as appropriate;
  - withdrawal of school privileges;

- confiscation of 'banned' items
- letters to parents/carers;
- meetings with parents/carers;
- referral to external agencies;
- detention;
- fixed-term or permanent exclusion

1.12 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and antidiscrimination, and the school's statutory duties in respect of SEN and disability, race relations and gender equality.

### **Early intervention**

1.13 The school will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

1.14 The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.

1.15 The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

1.16 The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.

1.17 Parents/carers will be contacted promptly by the school and normally within 1-2 working days to notify them of any reported serious incidents of misbehaviour in which their child has been involved. Parents are routinely advised of their child's behaviour record

### **Investigating cases**

1.18 The school will investigate, as appropriate, reported incidents of pupil misbehaviour.

1.19 The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

1.20 The school will provide adequate time for the conduct of investigations.

1.21 The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

1.22 The school will complete investigations within a reasonable timescale and not normally exceeding 5 days.

1.23 The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

- 1.24 A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

### **Training and professional development for all staff**

- 2.1 The school has a comprehensive behaviour management training programme which will be reviewed to ensure that it is appropriate to the needs of staff and the changing circumstances of the school.
- 2.2 The school reviews regularly the health, safety and welfare of all staff and provides for professional and personal support (including counselling and training).
- 2.3 The school provides relevant information and training on behaviour management matters to all groups of staff, including:
- support staff (e.g. learning mentors, teaching assistants, cover supervisors, lunchtime supervisors);
  - newly qualified teachers during their formal induction period;
  - students undertaking programmes of initial teacher training;
  - supply teachers;
  - class teachers;
  - leadership group.
- 2.4 The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.
- 2.5 The school undertakes annual reviews of the continuing professional development (CPD) needs of teachers and head teachers through the performance management process.
- 2.6 The school provides opportunities, as appropriate, for staff to develop their knowledge and skills in relation to such issues as:
- implementing the school's behaviour policy;
  - logging and recording of incidents;
  - teaching strategies;
  - lunchtime supervision;
  - classroom management;
  - educational visits;
  - learning styles;
  - the implications of legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint, pupil searches);
  - pupil support;
  - equal opportunities and anti-discrimination;
  - techniques for promoting positive behaviour.

### **Clear roles and responsibilities**

- 2.7 The school ensures that staff job descriptions (**currently under review**) include appropriate reference to responsibility for implementing the school's behaviour policy.

- 2.8 The governing body is advised of the implications of the behaviour policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other regulations and government guidance.

## **Referral**

- 2.9 The school will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternative provision for pupils.
- 2.10 The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- 2.11 The school has identified the main points of external/interenal referral (including pupil counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).
- 2.12 The school maintains appropriate records using SIMs and relevant pro-formas.
- 2.13 The school ensures that appropriate staff (including the class teacher/form tutor) are informed in full of the outcome of any referral.

## **Resources**

- 2.14 The school will provide the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:
- (i) staffing issues:
    - staffing levels;
    - staff training and development;
    - provision of appropriate time to carry out their professional roles and responsibilities;
    - workload;
    - health and safety.
  - (ii) data management and record keeping:
    - provision of administrative and record keeping systems (including use of ICT);
    - monitoring arrangements (including use of ICT).
  - (iii) curriculum review and alternative provision:
    - alternative education provisions for pupils, including the use of off-site provisions (where available);
    - review of curriculum appropriateness;
    - use of curriculum flexibility, including disapplication (where appropriate);
    - on-site facilities wherever possible and appropriate (e.g. 'Inclusion' room, access to learning support, mentoring).

- 2.15 The school will participate appropriately in implementing local and national frameworks for referral to ensure effective early identification and integration of services to meet the needs of children and families, including:
- Behaviour Support Service;
  - Pupil Referral Unit;
  - Education Welfare Service;
  - Education Psychology Service;
  - Health Services, including Child and Adolescent Mental Health Services (CAMHS);
  - social services;
  - information, advice and guidance (careers);
  - youth workers;
  - Youth Offending Team;
  - drug counselling agencies;
  - learning mentors;
  - police.
- 2.16 The school has a weekly 'inclusion' meeting and regularly reviews the need for mentoring, counselling, peer mediation, external referral etc for our most vulnerable pupils.

### **Needs assessment/reviews**

- 3.1 Through its referral processes, the school will undertake assessments and reviews of the needs of pupils whose behaviour is disruptive.
- 3.2 The school provides appropriate training for all relevant persons responsible for the conduct of assessments and reviews.
- 3.3 The school ensures that adequate time is given for pupil assessments and reviews and for the development and implementation of the pupil support programme.
- 3.4 The school provides adequate time to provide support to individual pupils.

### **Curriculum flexibility**

- 3.5 The school's curriculum is appropriate to the needs of pupils.
- 3.6 The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

### **Pupil involvement**

- 3.7 The school encourages pupils to take responsibility for their own learning and behaviour.
- 3.8 The school encourages pupils to take responsibility for developing a positive behaviour culture within the school.
- 3.9 The school provides opportunities for pupils' positive involvement in the life of the school and community.

3.10 The school seeks to engage pupils in the review of the behaviour policy including pupil voice activities, annually.

### **Parental/carer involvement**

3.11 The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

3.12 The school provides opportunities to encourage parental involvement and support for the behaviour policy.

### **Community involvement**

3.13 The school liaises with a range of bodies as appropriate to support and promote positive behaviour.

### **Data management**

4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

4.2 The school maintains accurate records of all behaviour incidents and in respect of the conduct of pupil searches, pupil restraint, and the application of rewards and sanctions.

4.3 The school has a low bureaucracy system of data collection and record keeping.

4.4 The school has advised all staff of the need for timeliness, accuracy and accuracy in the recording of behaviour management incidents including their follow up actions.

4.5 The school monitors behaviour referrals looking for trends, as appropriate.

4.6 The school deploys appropriate staff to undertake routine administration and recordkeeping.

### **Monitoring and evaluation**

4.7 The school monitors behaviour incidents in order to identify issues and trends.

4.8 The school makes effective use of ICT database facilities to support the implementation of its procedures.

4.9 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

4.10 The school monitors incidents of disruptive behaviour in terms of:

- type of incident (including prejudice-related incidents);
- critical days/times in the week;
- critical places within/outside the school;
- pupils involved;
- profile of pupils involved (ethnicity, gender, disability, age, SEN);

- timeliness of response;
  - outcomes.
- 4.11 The school reports details of racist incidents in accordance with its statutory duties.
- 4.12 The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- 4.13 The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 4.14 The school evaluates its policy and effectiveness of its implementation strategies against key improvement objectives which include:
- (i) individual measures:
    - improvement of individual behaviour;
    - academic progress.
  - (ii) class/department/whole-school measures:
    - general behaviour patterns;
    - balance in the use of rewards and sanctions;
    - staff support and training needs;
    - curriculum access and academic progress;
    - equal opportunities;
    - behaviour management trends over time;
    - effectiveness of the policy in encouraging positive behaviours.
- 4.15 The school provides details of issues and trends to staff and the governing body as a basis for effective decision making.

### **Sharing good practice**

- 4.16 The school shares information on good practice gleaned from reviews of:
- individual practice;
  - whole-school practice;
  - practice in other schools;
  - cross-year practice;
  - cross-departmental practice.
- 4.17 Relevant information is shared with all members of staff and the governing body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

Specific Roles & Responsibilities can be found in the Behaviour Management Guidance (for staff)