

The Raglan Schools  
Draft Policy for consultation



# Behaviour (DRAFT)

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## BEHAVIOUR POLICY

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## 1. KEY PRINCIPLES

Our philosophy is based upon the understanding that all behaviour is meaningful. An individual's behaviour can be motivated by a complex combination of internal psychological drives and environmental triggers. We believe that by building meaningful relationships, children can be supported to make changes in their behaviour. Children attending The Raglan School are encouraged to think about their behaviour and how they can take responsibility for their behaviour and making appropriate choices.

Within this positive and supportive environment we are committed to:

- Ensuring there is equal opportunity for all children to experience success, whilst giving regard to the unique contributions offered by an individual's age, gender, special needs, linguistic or cultural background (Equality Act 2010);
- Encouraging the expression of emotions in appropriate ways by developing children's emotional and social skills and providing them with opportunities to express, understand and manage these emotions;
- Helping children to develop a sense of responsibility by offering strategies and thinking processes to develop self-control;
- Providing clear expectations/rules for appropriate behaviour and reviewing and evaluating these expectations with children. Encouragement and motivation is provided by a clear reward system;
- Providing a safe and secure environment where positive relationships can be nurtured. This involves helping children to develop their understanding, empathy and respect for others;
- Using positive behaviour management through modelling good practice and positive reinforcement at every possible opportunity.

We acknowledge the crucial role parents play in reinforcing this approach. We aim to build positive relationships with parents through close, continued and purposeful liaison in order to support their child to make positive choices about their behaviour.

We believe that a consistent approach promotes positive behaviour, as it provides children with clear boundaries and a safe secure environment in order that they can, where necessary, modify their behaviour. Our standards of behaviour are based upon the importance of personal safety and well-being and the moral values of kindness and respect for all. These values are reflected within the 'Golden Rules' and 'School Values'

### 1.1 SCHOOL VALUES

Our school values were created by the children and run through all areas of the curriculum and school life. They are as follows:



## 2. RIGHTS, ROLES AND RESPONSIBILITIES

We are committed to the safety and well-being of pupils, parents and staff and for this reason we have outlined rights and responsibilities, which we intend everyone to be guided by.

RIGHTS	ROLES & RESPONSIBILITIES
<b>Pupils</b>	
<ul style="list-style-type: none"> <li>● To be physically and emotionally safe</li> <li>● To be treated with respect by everyone</li> <li>● To be listened to</li> <li>● To learn and make progress</li> <li>● To be kept informed about their progress</li> </ul>	<ul style="list-style-type: none"> <li>● To treat other people with respect</li> <li>● To follow the Golden Rules</li> <li>● To keep themselves and others safe</li> <li>● To attend regularly</li> <li>● To be involved in reviewing their progress (e.g. through reviewing targets, self-assessments)</li> <li>● To let staff or parents know about any concerns so that these can be taken seriously and dealt with</li> </ul>
<b>Parents</b>	
<ul style="list-style-type: none"> <li>● To be treated with respect by everyone</li> <li>● To be listened to</li> <li>● To be kept fully informed about their child's progress</li> <li>● To be informed about how behaviour is managed</li> </ul>	<ul style="list-style-type: none"> <li>● To treat other people with respect</li> <li>● To be actively involved in reviewing their child's progress</li> <li>● To ensure that their child attends regularly, and is punctual</li> <li>● Support their child in adhering to the Golden Rules and upholding the School Values</li> <li>● Inform the school of any changes in circumstances that may affect their child's behaviour</li> <li>● Discuss any behavioural concerns with the class teacher promptly</li> </ul>
<b>Staff</b>	
<ul style="list-style-type: none"> <li>● To be kept physically and emotionally safe</li> <li>● To be treated with respect by everyone</li> <li>● To be listened to</li> <li>● To be made aware of the Schools expectations, policies and procedures</li> <li>● To receive appropriate training to increase skills in the understanding, supporting and management of children, including those with social, emotional and behavioural difficulties</li> </ul>	<ul style="list-style-type: none"> <li>● To treat other people with respect</li> <li>● To implement the behaviour policy consistently</li> <li>● To model positive behaviour</li> <li>● To plan and evaluate effectively to meet the needs of pupils</li> <li>● To personalise the approach to the specific behavioural needs of particular pupils</li> <li>● To keep clear records of pupil progress</li> <li>● To record and pass on any records of serious incidents or concerns to the Leadership Team</li> </ul>

## 2.1 ROLE OF THE GOVERNING BODY

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (see section 1)

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

## 2.2 ROLE OF THE HEADTEACHER

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body , giving due consideration to the school's statement of behaviour principles (part 1).

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

# 3. DEFINITIONS AND LEGAL & STATUTORY REQUIREMENTS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Behaviour that does not follow the Golden Rules
- Use of inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the Golden Rules
- Repeatedly ignoring direct instructions from an adult
- Any form of bullying
- Any verbal, physical or Sexual assault
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, biphobic, transphobic (HBT) or discriminatory behaviour
- Possession of any prohibited items including knives and weapons, alcohol, illegal drugs, tobacco, fireworks or pornography

## 3.1 LEGAL & STATUTORY DUTIES

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 4. BULLYING

Bullying is defined as "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally"

(DfE definition - [Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies](#)).

Anyone has the potential to be a target or perpetrator of bullying.

The four main types of bullying are:

- Physical – such as, hitting, kicking, shoving, theft;
- Verbal – such as, threats, name calling, shouts of abuse or insults, using threatening language;
- Emotional – such as, spreading rumours, being excluded from groups, intimidation.;
- Cyber-bullying – such as nasty text messages, emails, phone calls, via social media and the wider use of technology.

Bullying can be fuelled by prejudice based on any of the following:

- Race (racist bullying);
- Religion or belief;
- Culture or class;
- Gender (sexist bullying);
- Sexual orientation (homophobic or biphobic bullying);
- Gender identity (transphobic bullying);
- Special educational needs or disability (SEND);
- Appearance or health conditions;
- Related to another vulnerable group of people.

Bullying is not when two people have a disagreement or fall out; it is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' ([Anti-Bullying Alliance](#)) Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence, racial attacks, sexual offences and self-harm or suicide.

We have a separate Anti-bullying Policy, which sets out how the school specifically works to prevent and tackle bullying.

## 5. RULES AND REWARDS

Clearly stated rules help make expectations easily understood. Rules are presented with explicitly identified links to rewards and consequences. We believe that clarity and consistency provide the security and guidance pupils often seek and help pupils to develop the skills they need to function effectively.

The School uses seven 'Golden Rules' to encourage appropriate behaviours and underpin the behaviour policy. These are known by all the staff, the pupils, their parents and school staff. The Golden Rules allow pupils to develop the values of kindness, helpfulness, and valuing time. These rules are stated with the overriding expectation that everyone will show respect towards others' race, culture, gender and religious beliefs. The Golden Rules have the potential to address all unwanted behaviours. They are phrased in the positive to promote the expected behaviour, rather than the undesired behaviour.

### 5.1 GOLDEN RULES

- We listen to others
- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We keep ourselves and others safe
- We are honest

The rules are displayed clearly in each classroom and are referred to throughout the school day. Pupils are encouraged to discuss and develop their thoughts about the rules, through planned work and discussion. The School Value characters and Golden Rules are linked and referred to in all areas of school life.

### 5.2 REWARDS

We believe that rewarding pupils for following the rules is an integral part of creating our positive ethos. Friday's assembly is for Celebration and many awards are shared in this assembly. We understand that by doing this we provide pupils with a positive belief system that encourages and motivates a positive change in their behaviour. This can also help promote self-esteem and provide further incentive to demonstrate desirable behaviours.

The staff endeavour to reward pupils at every possible opportunity. This involves being aware of when the pupils are following the Golden Rules, demonstrating our school values, listening, being on task, interacting positively etc. Pupils will also be acknowledged for any other achievements, small or large, within their own personal development.

Pupils may have specific behaviour targets as part of their Personal Education Plan (PEP) . These targets will be positive, achievable and relevant to their needs. Pupils are involved in the setting and reviewing of their individual targets where appropriate.

Within this consistent system, pupils may be rewarded through verbal praise, encouragement and additional incentives.

**Star of the week** – two pupils from each class are awarded superstar of the week and are presented with a postcard linked to our school values in Friday’s celebration assembly.

**House points** – Each child belongs to one of our houses, Elgar, Mandela, Austen or Picasso. Children are awarded 1 house point token for generally showing a good attitude. The token is then posted in a collection box to be counted and then the winning house is announced each week in Friday’s celebration assembly, where the House and Vice-Captains are presented with a trophy.

**Attendance Awards** – The class with the highest attendance is awarded with a trophy each week in celebration assembly. Individually pupils can earn a Bronze, Silver or Gold certificates for attending school everyday for one, two or three terms.

**Star Reader Award** – Pupils are nominated by their teacher for a Star Reader Award recognising effort and achievement in reading. In Key Stage 2, a class is awarded for achieving the highest average score on Accelerated Reader.

**Music, Art and PE Awards** – Classes are awarded a certificate by the specialist teachers for the class that has shown good progress each week.

**Headteacher Awards** – Each term we hold the Headteacher Award Assembly and invite parents/carers. Two pupils from each class are nominated for this award for the highest achievement and progress across a range of different reasons.

### 5.3 GOLDEN TIME

Golden Time is an incentive and is a privilege time for keeping the Golden Rules consequently all activities needs to be structured, appropriate and engaging. Pupils should always have 10 minutes Golden Time safeguarded. Golden Time generally runs on a Friday morning with a menu of different activities led by all staff. The activities are often suggested by the children themselves, via the school council.

### 5.4 EARLY YEARS FOUNDATION STAGE

In the Nursery and Reception classes a positive approach to behaviour management is embraced. When unacceptable behaviour occurs children are supported to regulate their behaviour and reminded of the golden rules. These are also discussed in assemblies and referred to during conversations about behaviour. The school values are also shared with the children and are used to reinforce positive behaviour and remind children of school expectations.



## 6. STRATEGIES & SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a Pastoral Care Plan and review it on a regular basis.

Wherever possible, a least intrusive approach avoiding confrontation should be adopted in order to prevent escalation of inappropriate behaviour. Staff work in partnership to support each other in managing and responding to inappropriate behaviour.

### ***Commonly used strategies may include:***

- Privately understood signals. e.g. A look or gesture
- Distract and divert , e.g. "would you get the books from the shelf please".
- Remind the pupil of the rules. e.g. "The rule is *Do look after property*".
- Simple direction. e.g. "You need to be reading now".
- Simple choices. e.g. "You can colour or cut" (pasting is not a choice).
- Conditional directions. e.g. "You can play with the sand after you put the book away"
- Repetition. e.g. "It is time to tidy up.....time to tidy up...I need you to tidy now."
- Redirection. e.g. "Right now you are wasting paper, I want you to get ready for drinks".
- Tactically ignore secondary behaviours e.g. swearing or door banging.
- Tune in (reflect the feeling) then re-direct rather than argue. e.g. "I think you might be frustrated, let's come back to that another time."
- Use of I Statements. e.g. "I feel unhappy when you speak to me in that way. Could you use a quieter voice?"
- Give attention or reward to pupils who are on task  
(Tactically ignoring the pupils' inappropriate behaviour, where suitable).
- Offering time-out e.g. "The door will be left open so you can return to class when you are ready".
- Chunked timetable and brain breaks during the day to support focus

Situations where these strategies may be used include pupils refusing to do the work set, wandering around the classroom, swinging on a chair, calling out etc.

Staff will speak respectfully towards pupils whilst being assertive in their tone; disapproval of behaviour may be voiced but personal criticism will be avoided. Pupils should be encouraged to acknowledge their emotions and that there are acceptable and unacceptable ways of showing these emotions. For example: "I can see that you may have a difficulty but you need to remember our rule about looking after property".

## 6.1 TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. For some pupils who are more vulnerable to change, especially pupils who have special educational needs or who are adopted or looked after, additional transition and support will be put into place. This includes transition books and extra opportunities to meet new teachers and support assistants where possible.

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

## 7. CONSEQUENCES

### 7.0 BEHAVIOUR STEPS

We have a daily 5 step approach. When children do not follow the Golden Rules, they are first given a reminder (Step 1). If they continue to break the same or another rule then they move to Step 2 and lose part of their Golden Time. You can see from the steps below how the rest of the system works. Each child starts at the bottom step every day, however their loss of golden time minutes still accumulates throughout the week. Golden Time can sometimes be earned back with an improvement to behaviour (except for more serious incidents).

Step 1 - Verbal reminder is given

Step 2 - Lose 5 minutes of Golden Time

Step 3 - Lose 10 minutes of Golden Time

Step 4 - Lose 15 minutes of Golden Time, plus a 15 minute breaktime behaviour review with a member of the Leadership team and a letter sent home to parents/carers.

Step 5 - White Card/Serious Incident – if a pupil has deliberately hurt someone or deliberately ignored an adult's instruction they are sent to the Assistant Headteacher and sometimes the Deputy Headteacher or Headteacher. A letter will be sent home and the pupil's name entered into a behaviour log. A pupil may also reach Step 5 having worked through the first 4 steps in one day. The sanction applied for each incident is determined by the Leadership Team on an individual basis.

A behaviour record is to be kept in each class and an allocated Teaching Assistant will take the record out at lunchtime.

For some children who consistently miss small amounts of Golden Time, a letter will be sent home to inform parents/carers. Some children will need further/alternative provision and a meeting with parents is required to agree on this.

### 7.1 CONSEQUENCES FOR EYFS

In Reception and Nursery classes consequences need to be immediate. Rather than children being put on 'steps' and missing Golden Time at the end of the week, children are given a warning if they are not

behaving appropriately. An adult will talk to them about what they have done and about making good choices, discussing alternative ways of dealing with issues. If the behaviour persists then the child will be given a 'time out' to reflect on what they have done and spend a few minutes sitting with the teacher and not joining in with activities.

## **7.2 RECORDING INCIDENTS**

All Step 4 and 5 incidents are recorded on the child's online file (Scholarpack). This also includes any incidents that have been identified as Bullying, Racist, Homophobic, Biphobic or Transphobic and any disability related incidents. The number of incidents are recorded in the Headteacher's Report to the Governing Body each term.

Where there are repeated behaviour incidents with a pupil the school may record these observations in an Antecedent-Behavior-Consequence (ABC) Chart. An ABC Chart is a direct observation tool that can be used to collect information about the events that are occurring within a student's environment. "A" refers to the antecedent, or the event or activity that immediately precedes a problem behavior. The "B" refers to observed behavior, and "C" refers to the consequence or the event that immediately follows a response. This can inform staff on strategies that may support the pupil.

## **7.3 SERIOUS INCIDENTS**

For serious incidents it is likely an investigation will be carried out and notes will be recorded including any eye witness accounts from staff or other pupils. Parents will also be contacted and in some cases a meeting will be called. Following a serious incident the school may choose to

- Monitor the pupil more closely with a report card
- Set specific targets for a set period of time and monitor progress
- Create a risk assessment to ensure that the needs of the child and the safety of others is taken into account
- Create a Pastoral Support Plan where a more integrated approach is required including consultation with the SENDCo and outside agencies
- Change the arrangements for teaching for a fixed period to support the pupil back to the expected behaviour

## **7.4 EXCLUSION**

In some cases Headteacher/Senior staff may choose to internally exclude the pupil to another class or part of the school. This generally only happens when the variety of strategies/interventions, as described above, have been implemented and have not been successful, or a significant incident or pupil's behaviour continues to put staff, other pupils or the pupil themselves at risk of injury/harm.

A fixed term exclusion out of school is used sparingly and normally only where other strategies have been tried. However in some cases a serious incident may result in an immediate exclusion. This final decision to exclude is taken by the Headteacher or the Deputy Headteacher if the Headteacher is not available.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The school has a separate Exclusion Policy.

## **8. THE USE OF FORCE, SEARCHING AND CONFISCATION**

### **8.0 THE USE OF REASONABLE FORCE**

The use of force is used where applicable when pupils or staff are at immediate risk of harm. In some cases it is used when property is being damaged. All members of staff have the legal right to use force as stated in Section 93, Education and Inspections Act 2006

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Parents will always be informed when there has been physical intervention involving their child. The school follows the guidance set out in the DfE guidance "Use of Reasonable Force" July 2013.

### **8.1 SEARCHING**

According to the DfE guidance on Screening, Searching and Confiscation 2014, school staff can search a pupil for any item if the pupil agrees. This will be influenced by the pupil's age and other factors.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons;
- Alcohol;
- illegal drugs;
- stolen items;

- tobacco and cigarette papers;
- Fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

## **8.2 CONFISCATION**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## **9. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006).

Non criminal bad behaviour or bullying (including cyber bullying) which occurs off the school premises and which is witnessed by a staff member or reported to the school, will be dealt with where necessary and appropriate according to the school behaviour system already outlined. This includes instances when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- identifiable as a pupil of the school in some other way;
- affecting the orderly running of the school;
- poses a threat to another pupil or member of the public;
- or could adversely affect the reputation of the school.

In all cases of misbehaviour the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **10. STAFF INDUCTION AND TRAINING**

All members of staff who work with pupils in school are offered training and an induction programme, to ensure they understand the procedures outlined in the Behaviour Policy. See Staff Induction Policy for further details. In some cases we train staff in specific areas of SEND in order to support an individual pupil, so they can be fully included at school.

## 11. MONITORING

The headteacher is responsible for monitoring the effectiveness of the policy. Working with the leadership team they will note the application of the policy and procedures through informal and formal observations. Monitoring also involves reviewing the number of step 4 and 5 incidents and also any of the reportable incidents such as bullying, HBT and disability related incidents. The leadership team discuss any serious behaviour incidents and any pupils with recurrent behaviour issues at their weekly meetings.

The governing body will assign a link governor for Personal, Development and Well-Being and they may use a link visit to review the standards of behaviour across the school. Other governors may refer to behaviour on their visits when meeting with staff or observing or talking with children.

The headteacher reports termly to the governing body and records as part of their report the numbers of step 4 and 5 incidents and also incidents such as bullying, HBT and disability related incidents.

## 12. LINKS WITH OTHER POLICIES

The behaviour policy links to many other school policies which can be found on our [website](#). In particular it relates to:

- Special Educational Needs
- SEN Information Report
- Mental Health & Well-being
- Anti-Bullying
- Exclusion
- Staff Code of Conduct
- Visitor Behaviour
- Pupils with Medical Needs
- Attendance
- School Uniform
- Safeguarding and Child Protection
- Adopted and Looked After Pupils

## 13. POLICY REVIEW

Parents and pupils take part in the review process in a variety of ways; for example, through structured discussion and questionnaires.

Amendments to policy and practice may occur at other times, for example, when new legislation and/or LA guidelines are published or recommended.