

Behaviour for Learning Policy

TUDOR PRIMARY SCHOOL

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(Includes guidance from DfE)

Enabling Dreams, Inspiring Minds, Building Futures

Tudor Primary School Behaviour for Learning

Introduction

At Tudor School, we believe that our behaviour for learning policy should be based on a clear set of principles and values with every member of the school community agreeing what is acceptable and unacceptable behaviour and what the consequences of that behaviour will be. **Good behaviour is expected and encouraged at all times.** It is our aim that children develop self-discipline, but there is no doubt that there is a firm framework of discipline supporting our positive therapeutic approach.

At Tudor School we aim to provide a happy and caring community where children love learning and are able to achieve. We expect pupils to positively contribute towards this aim. Our behaviour for learning policy is supported by our Anti-bullying and Equality policies. Good discipline and standards of behaviour are key features of our successful school; they encourage children's sense of security and well-being as well as facilitate effective teaching and learning.

We believe that children learn best when they feel secure, respected and trusted. Each child has an entitlement to learning experiences which offer the maximum opportunity for development. Our balanced and broad based thematic curriculum promotes the well-being of all of the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life. We recognise that good learning behaviour is far more than compliance. Good learning behaviours include high levels of engagement and focus with children developing independent learning skills and good co-operative skills which are all encompassed within our Values Based Education.

The Governing Board, Head Teacher and staff believe that:

- Good behaviour is necessary for effective learning and teaching
- The school provides a supportive and effective learning environment
- The school is a place where individuals feel welcome, safe and respected
- The school encourages the development of self-discipline

Our aims are:

- To develop relationships with children and adults displaying care, understanding and sensitivity towards the needs of others
- To enable children to develop a sense of self-worth and a respect and tolerance for others. We aim to promote a culture of mutual respect.
- To develop a moral framework in order to promote responsibility and acceptance of all people
- To provide an environment in which children feel safe, secure and respected
- To establish and maintain consistent approaches to behaviour management across the school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

Our expectations for behaviour at Tudor

Central to ensuring positive behaviour remains a strength of our school are three core principles:

Be kind
Be respectful
Be responsible

We believe that expectations and standards of behaviour are based on respect, rights and responsibilities. Expectations of behaviour are discussed, shared and agreed upon each year at appropriate times. This ensures that children and staff recognise the importance of consistency so that they continue to be expressed and expected, displayed and positively modelled and praised throughout the academic year.

By conducting themselves in and out of school in a thoughtful and polite manner, the reputation of Tudor Primary School as a safe and supportive community will be sustained. As a truly diverse school, respect of, awareness of and adherence to social customs and rules will be displayed by all and we will all continue to value the dynamics that makes our school special.

All members of our school community are expected to be polite and courteous. They will show consideration and respect for the rights and needs of others in and around our school. All adults will be addressed by their title and surname. Children will be encouraged to be comfortable with these adults in school and develop excellent relationships with them and vice-versa. These positive relationships are the back bone of a well-balanced school and a central part of ensuring high standards of behaviour.

The staff, governors and children of Tudor Primary School agree that good behaviour means that everyone in the school has a shared set of principles. By ensuring that kindness, respect and responsibility is evident each day, all stakeholders will recognise how to demonstrate the expectations of behaviour. This includes principles such as:

- Do wear our school colours of white shirt, grey skirt/trousers, Tudor School blue sweatshirt, sensible black shoes/trainers.
- Do be kind. Don't hurt others' feelings
- Do share with everybody you can. Do not leave anybody out - be a friend.
- Do listen to each other and talk politely without interrupting
- Do ask for help if you need it and be ready to help others if you are asked
- Do look after our school and everything in it
- Do work hard. Don't waste your time or anyone else's.
- Do understand it is all right to make mistakes. Don't tease anyone who does.
- Do move quietly and sensibly around the school. Don't disturb others.
- Do your best to make this a happy school for everyone.

Children with Additional/Complex Social, Emotional and Mental Health Difficulty

Children with additional needs will benefit from the clear expectations, structures and systems within this policy.

However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development.

We are an inclusive school and for pupils with social, emotional and mental health difficulties, or identified disabilities such as autistic spectrum disorders (ASD), we endeavour to make "reasonable adjustments" to help them to be included in school. This approach is in keeping with the requirements of the Disability Discrimination Act. Reasonable adjustments would include modifications to the curriculum and its delivery, varied patterns of attendance/time in class, additional levels of adult support, specific interventions to address the challenges that the child is facing. Such variations and adjustments will be supported by the use of a Risk Reduction Plan and in some cases a multi-agency approach will be required. Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for a specific period of time, then gradually reduced. The INCO is responsible for ensuring that all staff understand the individual approaches that are in place at any given time for supporting children with additional/complex social, emotional and mental health difficulties.

How we encourage good behaviour:

Everyone at Tudor Primary School has agreed to:

- Recognise and highlight good behaviour
- Ensure that children are praised for behaving well – *catch them when they are good.*
- Ensure that negative behaviour is always challenged in a therapeutic manner
- Encourage children to be responsible for their own behaviour

All individuals receive praise and encouragement, which gives them an incentive for positive behaviour. Children will be taught and expected to treat the school and its community with care and respect. There will be calm and controlled movement around the school at all times and we will allow each other space and common courtesies at doorways.

Linked to our Tudor Rules are the incentives below. We use these to encourage children to behave well, but it is our aim to see the children display good citizenship because they understand its true value in society.

Daily Incentives

- Smiley faces, stickers, merits (KS2) and stamps
- Positive comments and praise
- Special responsibilities
- Sharing achievements during plenary sessions
- Sharing news or work with another person or class
- Work displayed
- Sharing good work with parents at the end of the day
- Postcards sent home to celebrate good work

Weekly Incentives

- Participate in Sharing Assembly on Fridays
- Well Done certificates
- Attendance at clubs

Termly Incentives

- Participate in class assembly
- Head teacher's award
- Representative on Tudor Owls
- Special responsibility
- Invited to special events e.g. discos, day trips, parties, non-uniform day et

Stopping inappropriate behaviour

At Tudor School we believe in encouraging children to assert themselves and use a 3- step strategy for dealing with inappropriate behaviour towards them.

Step 1: say, 'I don't like that. Please stop.'

Step 2: say, 'If you do that again I shall tell an adult.'

Step 3: tell an adult.

For the majority of children, a gentle reminder from another person will be all that is needed to remind them of our shared values. However, if a child continues to behave inappropriately we do have an agreed sanction's code shared by all staff to ensure consistency. This will be implemented immediately (see appendix 1). Alongside this, all staff receive training in behavior support which is referred to as 'Hertfordshire Steps'. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis.

In rare cases there will be children who find it difficult to conform to our school rules. In these instances, we will meet with parents or carers to agree a way of working with the individual child to improve their behaviour. With parental consent we may contact a specialist teacher or Educational Psychologist.

Behaviours which disrupt learning and are not acceptable:

- Fighting, including hitting back
- Running around the inside area and interfering with other children, their work or their property
- Swearing, in any language
- Spitting, kicking, throwing stones or sticks, playing contact games like kick boxing, wrestling, war and guns, play fighting
- Shouting out, interrupting, speaking at inappropriate times
- Hiding the property of others, children or adults
- Name calling, teasing, ridiculing, humiliating
- Spoiling our school and grounds
- Leaving the area where you are supposed to be without permission
- Leaving school without permission
- Bullying, intimidation
- Assaulting staff
- Encouraging others to fight
- Making someone else sad

Very occasionally, some children may forget our aims for good behaviour and be inconsiderate towards others. In these cases, the following sanctions may be applied (in any order) with due consideration given to circumstances:

- Miss playtime
- Miss lunchtime play
- Excluded from clubs
- 'Time Out'
- Sent to another class
- Excluded from discos, educational trips, the school journey.
- Work away from class (supervised).

- Excluded from special privileges, e.g. special jobs, responsibilities.
- Letter sent home.
- Sent formally to Head teacher or Deputy Head.
- Lunchtime exclusion.
- Fixed term exclusion from school.

For a serious misbehaviour, the Headteacher has the right to exclude children from school. The school will seek advice from DfE and HCC.

Staff

The staff of Tudor School regularly review this policy every academic year to ensure consistency across the school and to raise areas of concern or staff development. The SLT is always available to discuss staff professional development in promoting positive behaviour.

Parents

Parents play a vital role in promoting good behaviour in school and consequently home/school liaison is very important.

We aim to ensure that all parents and carers understand the school's Behaviour Policy. All parents sign a home/school agreement document when their child starts school

The school expects that parents will give their full support in dealing with their child's behaviour and they are directly involved in any implementation of the policy wherever this is appropriate and necessary.

All parents will be able to access this policy from the School Website.

We expect parents:

- To ensure their children attend school and are on time
- To keep us informed of behaviour difficulties they may be experiencing at home
- To inform us of any trauma which may affect their child's performance or behaviour at school
- To inform us about their child's ill health and any absence connected with it
- To inform us of any concerns about bullying

Agencies

Close links are established with external support agencies, and contact is made when appropriate.

Psychotherapists
Educational Psychologist
Area Health Authority
Social Services
Police

This policy is linked to:

Anti-Bullying policy/ Equality Scheme/ E-Safety policy/ Child Protection Policy

GUIDANCE FROM THE DfE

Behaviour and discipline in schools – Advice for Headteachers and school staff (Jan 2016)

About this departmental advice

• This guide is from the Department for Education. It provides advice to head teachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.

Key points

- Teachers have power 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 head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
 - Head teachers, proprietors 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 of maintained schools 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. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

The School behaviour policy

What the law says:

Maintained schools:

1. The head teacher 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;

and which

- regulate the conduct of pupils.

2. When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

3. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for 1 Section 89 (1) of the Education and Inspections Act 2006 5 breaking the rules.

4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Developing the behaviour policy

7. 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 head teacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

- A consistent approach to behaviour management;
- Strong school leadership; 2 References to parent or parents are to fathers as well as mothers, unless otherwise stated.
- Classroom management;
- Rewards & sanctions;
- Behaviour strategies and the teaching of good behaviour
- Staff development and support;
- Pupil support systems;
- Liaison with parents and other agencies;
- Managing pupil transition; and
- Organisation and facilities.

8. The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

9. The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Discipline in schools – teachers' powers

Key Points

- 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 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher 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 in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

Punishing poor behaviour

What the law allows:

10. 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.

11. To be lawful, the punishment must satisfy the following three conditions:

i) 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;

ii) 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;

iii) 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.

12. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

13. The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

14. Corporal punishment is illegal in all circumstances.

15. Schools 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 schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

Behaviour and sanctions

16. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

17. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

18. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

19. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

20. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

21. Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs 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.

21. Subject to the behaviour policy, teachers may discipline pupils for:

misbehaviour when the pupil 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.

or misbehaviour 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.

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

Confiscation of inappropriate items

What the law allows:

23. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

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; and

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

24. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

25. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

Power to use reasonable force

26. 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.

27. Head teachers and authorised school staff 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.

28. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

29. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

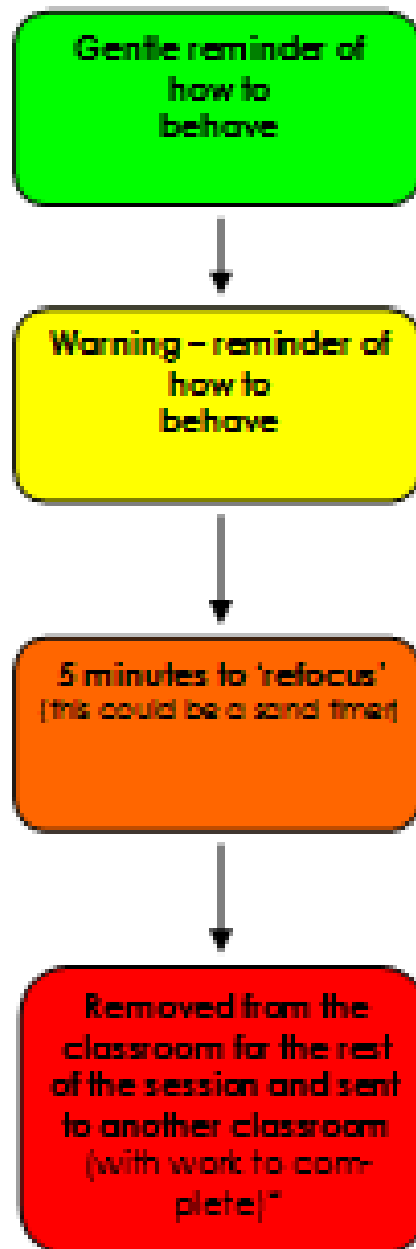
Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Appendix 1

Behaviour Support Process

Please follow these steps so there is a consistent approach and expectation.



* Parents/carer to be informed (either via the home/school book, at the end of the day or with a telephone call).