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New Forest Small School

Behaviour Policy

Member of Staff Responsible	Alison Alp
Regularity of Review	2 yearly
This Version Dated	June 2018
Next Review Due	June 2020

Rationale

1. Circulation

This policy is addressed to all staff, all students and parents. It also applies to the wider school community.

This policy will be reviewed every 2 years, earlier if government legislation changes.

This policy can be made available in large print or other accessible format if required.

2. Ethos and policy statement

The Government grants schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn. This Behaviour Policy is compliant with the guidance set out in the 2016 Department for Education document, *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff.*

All members of the New Forest Small community: parents, students and staff, have an important role to play in ensuring that we share a commitment to fulfilling our aims, which are

- to provide a high quality education which encourages and supports individuals to be successful learners achieving their very best
- to develop confident individuals who seize opportunities to develop their potential
- to encourage responsible citizens who work together towards achieving social responsibility and excellence. In order to achieve this we need to ensure New Forest Small School is a happy, safe and successful school where our students thrive.

As a School we believe that positive behaviour is achieved by:

- an ethos of mutual respect and courtesy, where all members of the school community relate well to and with each other, and where effective and successful learning can take place
- parents encouraging their children to show respect and to support the school's authority to discipline its students
- the Head Teachers supporting the authority of their staff to discipline students and ensuring that this happens consistently across the school
- developing in all students a sense of fair discipline and acceptance of responsibility for their own actions
- using a code of classroom and school-wide behaviour conduct which is clear, consistent and fair to all

- rewarding positive attitude, achievement, responsibility and behaviour
- dealing with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation
- every teacher being active in managing and improving children's behaviour

3 Application

The Head Teachers intend that the school rules and the sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of students when they are away from school premises, travelling to and from school and outside of the jurisdiction of the school, for example during half term and the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute.

The Head Teachers will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. The power to discipline pupils is not restricted to teachers, but also includes other paid staff with responsibility for pupils, such as Learning Support Assistants. Mutual support amongst all staff in the implementation of the policy is essential. Members of staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Head Teachers and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion or belief or the lack of it, sex, gender (including gender reassignment), disability or sexual orientation. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting undesirable behaviour.

4 School rules

The School expects that students will:

- Attend all classes on time.
- Work hard and achieve their very best both in classwork and homework.
- Show respect for other people, their property and opinions.
- Follow the requests and instructions of staff at all times.
- Wear appropriate clothing.
- Be prepared and fully equipped each day.
- Tell the truth.
- Take a pride in the school site, keeping it free from litter, graffiti and damage.
- Maintain the school's good reputation at all times.
- Not use any social networking site to make negative comments about other students or members of staff in the school.
- Not bring prohibited items (knives or other weapons, illegal drugs, alcohol, high-caffeine energy drinks, e-cigarettes, tobacco, matches, lighters, fireworks, pornographic images) into school

- Not use mobile phone devices or any other form of media e.g. social networking sites to make negative comments about other students or staff including taking photographs of others without their permission.
- Not use mobile phones in lessons unless asked to do so to support learning by the teacher in class.
- Primary aged pupils should not bring in any electronic devices. Secondary age pupils should keep devices in their bags and only to be checked for messages at break/lunchtime.

5 Conduct

The School expects that students will:

- Show respect whilst in school and whilst representing the school.
- Be courteous towards their peers and the school's wider community members.
- Uphold the expectations set up in this policy.
- Behave in a manner which protects the health and safety and well-being of themselves and others
- Abide by the laws of the land at all times
- Act as ambassadors for themselves, their peers and the school.

6 Rewarding good behaviour

The School understands that rewards can be more effective than punishment in motivating students. The School is committed to promoting and rewarding good behaviour and may do so by verbally praising pupils' good work and behaviour and displaying good work on the 'Outstanding Work' board.

7 Poor behaviour: use of disciplinary sanctions

The School understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student. **The School has the following range of disciplinary sanctions that may be implemented as appropriate and are not necessarily incremental, *eg: a first offence could lead to any one of the actions stated below:***

- Reminders, warnings or a verbal reprimand as appropriate by staff
- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges
- Missing break time
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; or removing graffiti.
- Class teachers implementing 'time out' in a safe place
- Individual student behaviour plans or contracts
- Confiscation of banned items.
- Removal/withdrawal from lessons including subject classroom changes and whole school isolation in safe place with adult supervision.
- Fixed term and permanent suspension/exclusions
- Alternative education provision (onsite or offsite) (see Appendix 1)

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
2) The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

3) 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.

In determining whether a sanction 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. Corporal punishment is illegal in all circumstances.

The headteacher may limit the power to apply particular sanctions 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.

Parents will be informed of any sanctions as deemed appropriate.

In all cases of misconduct, including those outside of the School, the Head will consider whether the police or youth crime prevention team should be notified of the incident and the disciplinary action taken. The police and parents will always be informed where the student's behaviour is criminal or poses a serious threat to a member of the public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's safeguarding and child protection procedures will be followed in accordance with relevant safeguarding legislation and Government guidance. Teachers will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

Strategies to avoid continued poor behaviour:

- Developing the students' understanding and practice of appropriate social behaviour.
- Providing opportunities for individual students to have additional support and guidance e.g. mentor, emotional, literacy support social skills group, timetable modification, and the behaviour support team.
- Implementation of a Pastoral Support Plan.
- Liaising with external organisations to provide further curriculum intervention and/or social and emotional support.
- Co-ordinating individual education planning meetings.

Measures and strategies taken to prevent all forms of bullying amongst students:

The school will take seriously and investigate any incidents of bullying or intimidation which students report. Appropriate sanctions will be put in place and restorative approaches will be applied where appropriate. Students will be offered support in order to ensure their well-being (see anti-bullying policy).

Strategies adopted to prevent bullying include:

- Citizenship and PSHE lessons
- Peer mentoring programme
- Lunchtime support

In implementing the anti-bullying policy we will take particular care to ensure that the school abides by the Equality Act 2010 in respect of students with protected characteristics (disability, race/ethnicity, religion or belief or the lack of it, sex, gender reassignment, sexual orientation, etc.) **Exclusions**

The school will follow government guidance on exclusions, unless there is a good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Please see the school's **Exclusions** policy.

8 Malicious allegations against staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head Teacher will take disciplinary action in accordance with this policy.

Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

9 Use of reasonable force

Any use of force by staff will be reasonable, proportionate, lawful and in line with the school's Restrictive Physical Intervention Policy. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* (DfE-00060-2011) and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the student's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment. See also the school's separate policy on the use of restrictive physical intervention.

10 Searching students

Informed consent: The school staff may search a student with their consent for any item which is banned by the school rules. If a member of staff suspects that a student has a banned item in his / her possession, they can instruct the student to turn out his or her pockets or bag.

If the student refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, as defined below, the Head, and staff authorised by the Head, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

Prohibited items: Means knives or weapons, alcohol, illegal drugs, high-caffeine energy drinks, tobacco/cigarettes, e-cigarettes, matches/lighters, fireworks, pornographic images, stolen items, any item that has been or is likely to be used to commit a criminal offence, and any other items as defined as such from time to time. This list may be amended to include additional items without prior notice.

Searches generally: If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of personal property (e.g. bag or pencil case).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff.

Where a student is searched, the searcher and the second member of staff present will be the same gender as the student wherever possible. To avoid discrimination under the Equality Act 2010, students who are planning to undergo, are undergoing, or have undergone gender reassignment will

be treated as their acquired gender unless they request otherwise. Students who are non-binary will be allowed to choose whether they prefer to be searched by male or female staff.

Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation* (DfE-00056-2011). Schools are obliged to hand over any confiscated knives or other weapons, extreme pornographic images, or pornographic images of children to the police.

10. Use of seclusion and isolation rooms

The school's policy allows disruptive pupils to be placed in an area away from other pupils for a limited period, in seclusion or isolation rooms. This is not intended to be used as a disciplinary sanction as such, but as a safeguarding measure that may be used if a pupil's behaviour is likely to pose a risk to themselves or other pupils. Teachers must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

Staff who feel that a pupil's behaviour is causing concern to the extent that the use of a seclusion or isolation room may be appropriate should immediately contact the Designated Safeguarding Lead or their deputy. The DSL / Deputy DSL is responsible for ensuring that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Pupils must also be allowed appropriate time to eat or use the toilet.

11 Parents and carers

Parents and carers must insist that their child contributes positively towards the disciplined learning environment by:

- Ensuring that their child goes to school, on time and properly equipped.
- Support the school policies and guidelines for behaviour and discipline.
- Letting the school know about concerns or problems that might affect their child's work or behaviour.
- Taking an interest in the work their child does and encourage high personal standards.
- Providing conditions that support and encourage homework and other opportunities for home learning.
- Attending Parent Consultation Evenings and other appropriate meetings organised by the school.

The school will endeavour to resolve low-level behaviour issues in-house, but if misbehaviour is severe or persistent, we will call parents/carers to attend meetings to discuss the underlying reasons for the behavioural problem and how to work together to improve the situation.

12 Evaluation / monitoring / performance

The School will evaluate and monitor performance:

- annually by the Head Teacher responsible for the pastoral care
- through annual and ongoing dialogue with students throughout the year via individual meetings with students or through the year and school council meetings

By evaluating the success of the policy the School will consider to what extent:

- Students demonstrate positive respect for others.
- Students demonstrate high levels of a positive attitude and effort in their studies.
- Students demonstrate good attendance.

Appendix A: Levels of misbehaviour and their corresponding sanctions

Misbehaviour	**Actions that may be considered**
Level 1: Single or occasional incident(s) of: - Lateness / forgetting equipment - Failure to complete work set, including homework - Lack of attention, effort or motivation - Low-level disruption in class - Inappropriate or offensive language (not including verbal abuse or discriminatory language) - Inappropriate clothing	- Verbal reminder about behaviour standards and the reasons for them - Verbal reprimand - Verbal warning - Extra work, or repeating unsatisfactory work - Informal conversation with class teacher, DSL and/or Headteacher to determine the cause(s) of the misbehaviour and/or identify any underlying safeguarding issues, unmet educational needs, etc.
Level 2: Second or subsequent incident of behaviours listed under Level 1, OR any incident of: - Verbal abuse - Significant disruption in class, which interferes with other pupils' learning - Use of any language that is racist, sexist, homophobic, transphobic or otherwise discriminatory under the Equality Act 2010 - Unintentionally endangering safety of another person - Minor damage to school property - Bringing items that are prohibited by school rules, but not illegal, to school - Breach of ICT & Media agreement - Unauthorised access to restricted areas, files or documents	Any or all of those listed above, and/or: - Being sent out of class to an isolation or seclusion room or the school office for a limited period (usually after two verbal warnings) - Formal written warning - Formal meeting with Headteacher - Restorative justice (being asked to apologise to the person affected and atone for the misbehaviour, e.g. by doing another pupil's chores; paying for damage; removing litter / graffiti) - Mentoring, emotional literacy, mental wellbeing and behaviour support - Letter home to parents or carers - Loss of privileges / miss break time - Confiscation of prohibited items
Level 3 Second or subsequent incident of behaviours listed under Level 2, OR any incident of: - Physical violence, abuse, bullying, blackmail, intimidation or deliberately endangering the safety of another pupil, a staff member, or a visitor - Theft or vandalism - Bringing illegal items to school - Being under the influence of drugs or alcohol during school hours - Sexual misconduct, including the supply and use of pornography - Committing any other criminal offence - Bringing the school into disrepute	Any or all of those listed above, and/or: - Restrictive physical intervention to prevent injury to self or others, and/or damage to school property - Meeting with parents or carers - Referral to local authority child protection services, if applicable - Involvement of external professionals - Involvement of police, if a criminal offence has been committed - Fixed term exclusion from school, with attempts at resolution - Permanent exclusion