

# Walton Primary Academy



## Behaviour Policy September 2016



At Walton Primary Academy we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the development of a strong community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

### **Aims of the policy**

- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children feel safe, secure and respected.

### **Objectives**

For children to show

- Self confidence
- Self control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others feelings
- Respect for their environment and community

Teachers and all staff are expected to be good at managing and improving children's behaviour.

It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

A variety of methods are used to encourage and support pupils to behave appropriately:

- PSHE/Citizenship/Assemblies
- School Council
- Code of Conduct
- Sanctions
- Rewards
- Mutual respect expected of all adults and children
- Anti-Bullying policy
- A range of visitors into school and a variety of visits offsite

## **School Council**

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school. Each year group, from Year 2 to Year 6, elects two councillors to represent them on the council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions.

The School Council are responsible for making decisions about certain aspects of school life which affect all pupils. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

The school council then attend parliament meetings which are held at Trust Level. Representative councillors from all MAT schools are in attendance. A yearly election elects a Prime Minister and Deputy Prime Minister. All councillors are entitled to stand for these positions and they are elected by all children who attend Trust schools.

## **Anti-Bullying Week (November)**

Walton Primary Academy takes part in the national anti-bullying week. This is done through assemblies, poster competitions and discussions/debates in classrooms. Anti-bullying themes also run consistently throughout the school year.

## **Rewards**

**House Points** – All children in FS2, KS1 and KS2 are allocated a place in one of four houses; Doctus, Amicus, Fortis and Verus. House points are given out to children as rewards for positive behaviour as well as recognising academic achievement. House points can be awarded to individuals by all members of staff including lunchtime Supervisors and clerical staff. These house points are collected weekly and class totals are shared in Friday's celebration assembly. The class with the highest amount of house points choose a treat for the following week, these include ICT time, messy art and a picnic. The house points are then allocated to the individual houses and a running total of these is shared in our Monday assembly. The winning house at the end of the year has a trip out of school.

**Walton Wonders**- Chosen weekly by teachers in all classes. One child from each class is celebrated in our Friday Celebration Assembly. Parents and family are invited into school to watch their child sit in the celebration throne. The reward is for individual achievement which includes attitude, behaviour and academic development. Each child receives a certificate, a headteacher's pencil and has their photo placed on the Walton Wonder's display in the school's entrance hall.

**Headteacher's Awesome Reward** – Teachers email the headteacher to inform them of a child achieving awesomeness in their classroom. This award is to reflect a positive attitude enhanced behaviour for learning. A member of the SLT will then visit the class and highlight the child's behaviour and reward them.

### **Attendance**

The top attending class are rewarded weekly in Celebration Assembly with Top Dog handing out the certificate. Termly 100% attendance certificates are awarded and 100% attendance for the year is rewarded with a certificate and a prize. The top attending class for the school year also receive a reward.

### **Other Reward Initiatives**

As well as the above, individual class teachers implement their own reward systems in class. These include: raffle ticket rewards, mind-set of the week, ready to learn charts and the Pokémon Challenge Chart. All classes reward readers, writers and mathematicians.

### **Mutual Respect**

At Walton Primary Academy we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in class, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

### **Employed Staff Powers to Discipline Pupils**

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

- The power applies to all paid staff with responsibility for pupils, e.g. including Teaching Assistants.
- Staff can discipline pupils at any time that the pupil is in school or offsite e.g., educational visits and residential visits.
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupils' property which is deemed to be inappropriate, dangerous or offensive.
- Staff can impose an agreed sanction (see this policy)
- Staff have the power to impose a detention (time-out); during the school day e.g. lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity afterschool e.g. representing the school, or whilst on a residential visit.

The power to discipline pupils applies to behaviour both in school, and out (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Headteacher should consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school's safeguarding procedure.

### **Physical Restraint of a pupil:**

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- be causing, or in danger of causing, harm to themselves or another person
- involve damaging property

The law allows staff to physically restrain a pupil using 'reasonable' force. Members of staff that have undergone Team-Teach Training are most likely to be called upon to physically restrain a pupil should this ever be necessary. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, then the parent of the child would be notified immediately. Any parent who requires further information regarding physical restraint can request further details from the school office.

### **Sanctions**

#### **Unacceptable behaviour includes**

Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category.

- Disobedience to a reasonable instruction.
- Non-completion of school learning that could be reasonably expected.
- Inappropriate dress [e.g. trainers], body piercing [e.g. navel, more than one piercing to the ear, facial piercing]
- Biting, spitting, hitting and/or kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, including defacing property e.g. graffiti
- Answering back, rudeness or aggression to adults or others.
- Stealing, including hiding another person's property.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy, including non or poor attendance, and a regular pattern of late attendance
- Racist, homophobic or derogatory comments or behaviour that causes offence e.g. all forms of bullying (see Anti-Bullying Policy)
- Fighting or encouraging others to fight.
- Forming gangs for the purpose of intimidating others.
- Bullying, in any form, e.g. cyberbullying (including from home).
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.
- Putting themselves, other children or adults at risk.
- Moving around school in a way that falls below the expected standards of general behaviour, e.g. running, shouting, pushing.
- Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other children and families, and including the use of social media.

## **Pupil's Conduct Outside the School Gates**

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Misbehaviour when wearing school uniform
- Or any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.
- Poor Attendance\*

In all cases, the child will be disciplined when they are on school premises (in consultation with parents) or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

### **\* Penalty Fines**

**Leave of absence** – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Headteacher MAY NOT authorise a leave of absence in term time for a holiday. A head teacher MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which **is not authorised** by the school **you may be issued with a fixed penalty fine**. A penalty fine can also be issued for:

- Unauthorised absence from school
- Being identified out of school on a truancy sweep

### **Sanctions/Punishments**

When children's behaviour does fall below the acceptable standards (see above), the Headteacher, or delegated person is likely to carry out an investigation into the incident. During the investigation the Headteacher, or delegated person can:

- Speak to a child or group of children without the parents' consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what is likely to have happened. The Headteacher, or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The Headteacher, or delegated person will then determine the sanction to be used.

The punishment used must be reasonable and must not breach any other legislation (disability, SEN, race and other equality acts).

The following procedures will be followed to address unacceptable behaviour.

**The Consequence Board** - In KS1 and KS2 the teachers will adhere to the consequence board (see appendix 1) which indicates the level of sanctions for behaviour. It is expected that the child who is placed on the sanction board seeks to rectify their behaviour in order to remove themselves from it as quickly as possible. Each child starts a new day with a 'clean slate' unless they have reached stage 5 in which case they must spend the following

day working their way down (one session of appropriate behaviour equals one stage). Teachers also have prompt sheet of language to guide them through the stages of the consequence board (see appendix 2)

Sanctions/consequences on the consequence board include time out in class, time out in a partner class, loss of break/lunchtimes, time out with SLT, meeting with parents and possible fixed term/permanent exclusion.

### **Confiscation of Inappropriate Items:**

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (e.g. mobile phones)

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies e.g. Social care.

### **Racist remarks:**

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case;

- The pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the head teacher and a referral made to police

### **Allegations of Abuse Against Staff/ Malicious Accusations Against Staff**

All allegations of abuse will be taken seriously; the headteacher/Chair of Governors will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Waterton Academy Trust disciplinary measures will be followed where the allegation is found by the Headteacher/Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Headteacher/Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (E.g. Police if the child is 10 years old and above)
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

If the allegation is against the headteacher then then complaint is dealt with solely by the Chair of Governors/Governing body.

The complaints policy is available on request.

### **Exclusion**

The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Governing Body within 15 days of the exclusion being announced), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Headteacher may consider the following questions:

1. Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

2. Has the school previously supported the child (what/when/what level of impact did this have?)

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. ECHP, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to **all** children. If the risk to others cannot be controlled, then exclusion should be considered.

3. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines.

### **Dealing with Inappropriate behaviour of parents, visitors and other adults in school:**

#### **Legal Duty:**

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Waterton Academy Trust, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors

and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

**Inappropriate behaviour:**

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site
- Being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

**How the school can respond:**

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
5. Legal proceedings –
  - a. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.
  - b. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
  - c. Criminal proceedings via the Crown Prosecution Service.