



# **Woodfield School**

## **Behaviour For Learning Policy 2016-17**

<b>Governor's committee responsible:</b>		Teaching and Learning	
<b>Date Last Reviewed</b>	Spring 2016	<b>Review Date</b>	Spring 2017
<b>Review period</b>	Annually	<b>Status</b>	Recommended
<b>Based on Surrey model?</b>	Yes	<b>Policy prepared by</b>	A Ashton-Coulton

### **INTRODUCTION**

At Woodfield School, we work together to make this a successful and happy community where we celebrate achievement, working with and supporting each other through mutual respect and trust. Our Behaviour for Learning Policy is closely linked with other policies, all of which underpin the school's aims. *This policy should be read in conjunction with other Safeguarding policies (anti-bullying, equality, child protection, e-safety, H&S, SEN, Whistleblowing, PSD and our Home School Agreement, Children Missing (2015) and Anti-Radicalisation (2015)).*

### **PRINCIPLES**

We aim to provide:-

- A happy, safe and stimulating community
- Good adult and peer role models of caring, cooperative behaviour
- A supportive learning environment with high expectations for all
- A system which recognises and rewards personal achievement, no matter how small, in all aspects of learning (in academic, social and emotional development)
- A clear system of consequences consistently used throughout the school and appropriate to individuals' needs
- A consistent approach to teaching, encouraging and maintaining good discipline
- Visual reminders/prompts of the school's expectations
- Opportunities for pupils input in behaviour management

### **POSITIVE AND CONSTRUCTIVE EXPECTATIONS OF CONDUCT AND BEHAVIOUR**

For pupils to:-

- Look after and respect own belongings and those of others
- Be polite and respectful to all
- To wear their school uniform and take pride in the school environment
- Move around the school in a quiet, calm and sensible manner
- Take responsibility for own learning and behaviour
- To try their best and have a 'can do' attitude.

### **HOW DO PUPILS KNOW HOW TO BEHAVE?**

All staff\* raise and reinforce these expectations through regular practice in class discussions, individual discussions, assembly, individual targets, in the newsletter and in unstructured times. All pupils acknowledge on entry to Woodfield what expectations we have of them (Home School Agreement).

### **STAFF APPROACH TO BEHAVIOUR MANAGEMENT**

**Consistency of behaviour management will involve:-**

\*Assistant Headteachers: Miss Claudette Sims (KS4) and Terri Wyse (KS3)

Frequency of review: annual: Last reviewed 2016. Next review 2017

- Use of calm, firm tone of voice
  - Eye contact with pupil (which need not be reciprocated)
  - A focus on the behaviour, not the child
  - Avoiding getting into arguments with pupils
  - Giving recognition for positive behaviour
  - Use of staged approach to low-level disruptive behaviour
  - Fair, appropriate consequences commensurate with the cause and pertinent to the individual's needs
  - High expectations of pupil behaviour
  - Behaviour management that focuses on praise and reward.
  - Clear/literal use of language
- \*Teachers, teaching assistants, admin and caretaking staff, temporary staff

### **Roles and Responsibilities**

All staff are expected to raise standards in behaviour, in order to maximise learning. Staff will liaise with pupils and their families to ensure consistency of approach. Tutors and Leaders are responsible for interviewing pupils in order that the latter are aware of what issues there are and how they can be addressed. In some situations, pupils will have specific behaviour-related targets. Pupils are encouraged to take responsibility for their actions and at times, will -be monitored. It is the teacher's role to support this.

All teaching, non-teaching staff and pupils (in addition to whole school approach), will deal with and record incidents on our online system Too Toot.

The tutor remains the first point of contact for low-level behaviour/uniform issues and maintains oversight of pupil's emotional well-being, being responsible for home-school liaison.

The Assistant headteacher\* monitors behaviour, liaises with tutor to ensure effective strategies and may coordinate meetings with tutor, pupil and parent.

The headteacher and governors are involved when such incidents require further intervention.

### **Rewards**

A range of rewards are given to celebrate good or improved behaviour/attitude. It is important that we 'catch' pupils being good, thus building on self-esteem.

**House Points** help create a team ethos, and the team with most points receive some form of reward at the end of the year.

**Signatures** are used to award personal achievement for a range of reasons. Pupils collect these in their planners. 25 signatures = £1, 50 signatures = a mufti day (overseen by assistant headteachers).

**The Pleasure to Know** certificate is awarded on a weekly basis, all staff are invited to insert a pupil's name.-If there are any names in the book that create a query, staff have the opportunity to discuss more fully at a Briefing session. This ensures communication and consistency. Discretion may be given to a pupil who has made considerable progress, but has maybe one characteristic lacking. Where a pupil is removed from the book, we recommend a certificate. We attempt to celebrate, in the main, for overall achievement. Ten Pleasure to Know certificates leads to a £5 voucher, funded by The Friends of Woodfield School.

Other certificates are presented to pupils for a range of reasons. All of the above is celebrated in the whole school assembly.

**Other rewards can include the following:**

Trips out, identified privileges, representing the school, Student of the Year Cup, stickers, verbal praise, treats for good or improved attendance, weekend activities-

We use a variety of sanctions and have reference to written guidance (hierarchy of behaviours and consequences) on what types of sanctions to give according to the severity of the behaviour. This has been compiled by all staff at Woodfield School

### **Sanctions**

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With all actions come responsibilities and consequences.  
Please request our additional document outlining hierarchy of behaviours and consequences.

### **Recording of incidents**

Care needs to be taken to ensure that low level incidents are dealt with verbally, as outlined in policy as opposed to recording *everything*. Discretion and common sense prevail.

Both Assistant headteachers\* monitor behaviour, including both internal and external exclusions. This enables them to target timely intervention and provision as appropriate. It also enables them to report annually to the Headteacher and governors. It is important that the tutor is fully involved, as are any other members of staff affected by the incident/s. Child Protection concerns which are referred immediately to Miss Sims (the Designated Lead) or Mrs Ashton and Mrs Wyse (Deputy Designated lead), use a different recording system.

### **Monitoring Report/Target Sheets/Report Card**

These are used for a range of purposes but is initiated as a result of a number of incidents. They are usually initiated by the tutor in communication with the Key Stage Manager. Parental involvement is essential.

Targets are specific and the report is time-bonded. Rewards for success are indicated where appropriate. A report of this kind is pertinent for: attendance, effort, behaviour.

These can be used for Parents' Evenings, to help determine, monitor and evaluate PSD targets, and should be available for those times.

All of the above will be sent to the pupil's file when appropriate.

### **Use of our Quiet Room/Place of Safety**

This room is used to allow pupils to sit quietly when they are distressed for whatever reason. It can also be used for the purposes of minimising escalating behaviours in the classroom or playground. Pupils use this under the supervision of staff and we fill out a form on the front of the door so the Leadership Team can monitor the room's use. Being very close to the headteacher's and the assistant headteachers' offices, no child is ever left unsupervised.

Sometimes pupils do not find this room a helpful space or it is already in use and an alternative is required. The Headteacher's office, the Library or a class room are used on such occasions. The staff involved are made aware and the oversight is required.

**Racist incidents:** these incidents are recorded and kept by the Headteacher who has a duty to report to the local authority.

**Physical Restraint:** these incidents are recorded and kept by the Headteacher who has a duty to report to the local authority. She also reports to governors on an annual cycle (please refer to related policies).

We aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure. We are alert to pupils whose personal circumstances may make even this inappropriate. In accordance with the Education and Skills Act 2006 any member of staff may on occasion need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. We do not routinely train our staff in positive interventions but will organise such training if a pupil's Individual Plan indicates this may be necessary. However, we have been trained in Positive Touch and continue to have this on our training schedule.

### **Personal Intervention Plans/Behaviour Plans**

Where there is a known and identified risk with a specific pupil, a Risk Assessment and Personal Intervention Plan (PIP) is written by the class teacher in liaison with the Key Stage lead and with the involvement of the appropriate personnel.

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This is shared with all staff so that the pupil has a consistent experience with all staff with regard to their identified behaviours.

A Behaviour Plan is written in a similar way but related to pupils who are of less risk but for whom a differentiated approach is required.

All staff are trained in Positive Touch and identified staff who may be involved in physical intervention are trained in the agreed County Council Pascal Intervention strategy MAPA (Management of Actual or Potential aggression).

#### Behaviour resulting in lock down

In what is deemed an emergency, we will use of a pulsing bell to indicate that everyone should remain inside classrooms and lock internal doors until an incident has passed.

The school will make a record of the incident and contact parents whenever a pupil has needed to be restrained.

#### **What happens if a pupil complains when force is used on them?**

Please refer to appendix 1 for more detailed guidance.

**Disciplining beyond the school gate** covers the school's response to all non-criminal, bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Where this threatens the orderly running of the school or pupils' well-being, then action will be taken working with the pupil/s and their families. This includes the use of social media and electronic devices.

Where pupils are acting inappropriately outside of the school and are representing it in any way, then action will be taken as appropriate. This will involve sanctions within school, contact with parents and, where more serious incidents/threats to the public occur, contact with the police. Where issues arise with school transport, it is the responsibility of the company to involve parents and work closely with the school to minimise incidents. It is not the school's responsibility to remove pupils from this service. However, there will be close working between SEN Officer i/c Transport, Transport personnel and senior teachers. We will provide support for transport personnel if requested in order that they can deal most effectively with a range of pupils' needs/behaviours.

#### **Screening, Searching and Confiscation**

##### **With consent:**

School staff can search a pupil/bag/locker for any item banned under the school rules, if the pupil agrees.

Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. There will be contact with the parent if a search has been required.

Where any article is thought to be a weapon it must be passed to the police.

##### **Without consent:**

Members of the Leadership Team will search pupils\* or their possessions, without consent, where there is reasonable suspicion that the pupil has certain prohibited items. Such items include knives or weapons, alcohol, illegal drugs and stolen items. We are not required to have formal written consent from the pupil for this sort of search. Where a student refuses to comply, we can apply an appropriate sanction in accordance with this policy.

\*it is preferable that the person searching is of the same sex as the pupil and there should always be one other staff member present.

(Refer to appendix 2 for more detailed guidance)

#### **Governor Responsibilities**

The policy will be reviewed regularly with governors. They will receive feedback with regards to its working practice. The headteacher will consult with parents and pupils regarding any revision to the statement of principle and have regard to national guidance when carrying out its functions.

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### Appendix 1

- (i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- (ii) Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defense to any criminal prosecution or other civil or public law action.
- (iii) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is **not** for the member of staff to show that he/she has acted reasonably.
- (iv) Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- (vii) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

### Appendix 2

Staff have a defense to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Staff carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

- **alcohol**, to retain or dispose of it. Not to return it to the pupil.
- **controlled drugs**, to the police.
- **other substances** which are not believed to be controlled drugs, confiscated.
- **stolen items**, returned to the owner or retained or disposed of if returning them to their owner is not practicable.
- **weapons or items which are evidence of an offence**, to the police as soon as possible.

policies/Behaviour for Learning Policy