



Northwick Park Primary and Nursery Academy

Behaviour Policy

This policy should be read in conjunction with the school Safeguarding Policy and the Policy for Physical contact with Children Policy.

Principles and purpose of the policy

This document provides a framework for the creation of a happy, secure and safe environment in which children can learn and develop as caring, responsible individuals, fulfilling their potentials. All staff are aware that children's behaviour can change over time as a result of underlying issues both within school and at home. As a result of this, behaviour is monitored and recorded to enable staff to identify any possible safeguarding issues. We require children to take an active and responsible role in the school and the wider community. This policy is designed to involve all pupils, staff, parents and governors and underpin the ethos of the school.

We aim to provide a framework for behaviour that is mutually beneficial to all and is applied consistently across the school.

Good behaviour and good discipline are essential for effective teaching and learning to take place. We recognise that every child has the right to learn and behaviour that is detrimental to the learning of others will not be tolerated.

Aims of the policy

At Northwick Park Primary and Nursery Academy we aim to:

- Provide a caring, stimulating environment which will instil in children the desire to learn, the will to succeed and the wish to share their talents and experiences with others.
- Set and achieve the highest standards of quality in work, behaviour and relationships.
- Value children as an individual and help them realise their full potential.
- Be positive, sensitive and supportive in seeking to develop a community in an atmosphere of mutual respect and harmony.
- Ensure staff lead by example, providing positive role models.
- Adopt a consistent approach at all times.

Northwick Park Primary and Nursery Academy children are expected to:

- Be polite and have good manners towards everyone at all times.
- Be kind and thoughtful to others.
- Work and play co-operatively with each other.
- Take responsibility for their own behaviour.
- Respect others and their property.
- Listen to others when they are speaking.
- Be respectful and not answer back.
- Always tell the truth.
- Walk around the school quietly and calmly.
- Care for the school and its environment.
- Take pride in their school, their work and their classroom.
- Wear appropriate school uniform

Parents and children can expect staff to:

- Be consistent and fair
- Be clear and inform children of the common school rules and classroom rules.
- Allow children to take part in the rule making policy.
- Care about the children, show an interest in their needs and to respect their individuality.
- Be polite and address them in a reasonable tone of voice.
- Discuss problems regarding poor behaviour at an early stage to avoid misunderstandings.
- Be a positive role model.

Staff can expect parents to:

- Show an interest in their child's education e.g. by attending parent consultations and valuing the work their child takes home.
- Ensure that their child attends regularly and arrives punctually at school with all the appropriate equipment for the day.
- Discuss problems or differences of opinion at an early stage with the class teacher or senior member of staff to avoid misunderstandings.
- Support the school's approach to behaviour.
- Value the professional judgement of teachers.
- Ensure that their children are polite and respectful of others.
- Work in partnership with the school to implement the behaviour policy.

Promoting Positive Behaviour

We recognise that promoting positive behaviour is the most effective way of ensuring good behaviour. The teachers and support staff constantly praise children when their behaviour is good. Teachers and support staff may encourage good behaviour by:

- Being positive and building relationships with the children.
- Modelling good behaviour and speaking politely to the children.
- Rewarding children with stickers, team points or well done tickets.
- Timetabling a range of Golden Time activities as a reward.
- Recognising and rewarding good behaviour in special assemblies.

Rewards

All FS and KS1 classes display the same behaviour chart consisting of a white cloud, a grey cloud, a thundercloud and sunshine. The expectation is that all children will stay on the white cloud. The grey cloud is used as a warning and the thundercloud is used when children continually make the wrong choices about their behaviour. Children are moved onto the sunshine picture when exceptionally good behaviour is modelled. Pupils are also rewarded daily with stickers and positive comments.

In KS2, team points are used to reward good behaviour. These are collected throughout the week and are used to inform Golden Time choices. Well done tickets are also presented to children who work hard and these are exchanged for golden cards. Star Class stickers are given out to reward positive behaviour by a whole class, and these are accumulated over each half term and the winning class is allowed a special treat.

Golden Time in KS2 is timetabled once a week. This is a special time when children are rewarded for good behaviour. At the end of each day children are rewarded four minutes of golden time if they have behaved well. Children can gain up to 20 minutes golden time per week, all children participate in the final 10 minutes. Children who have lost golden time will sit and watch for the appropriate time period before joining in.

Sanctions

Whilst good behaviour is praise and valued, it is necessary to have a clear set of sanctions to ensure that all children are treated consistently and fairly. Children are expected to behave well for all members of staff and at all times within the day.

Our sanctions are age appropriate. When deciding on a sanction, it is left to the teacher's discretion; they will be able to take into account any previous incidents, issues at home that may cause behaviour which is 'out of character' and any other factors which may need to be considered.

The class teacher will deal with unacceptable behaviour in an appropriate manner. This may include: the loss of golden time, moving the child to a new location to work, the loss of some of their playtime or the repetition of work.

In some cases behaviour charts are appropriate. These are generally agreed with parents so that they too are able to monitor and praise or sanction their child's behaviour in school.

If unacceptable behaviour is repeated and there is little evidence that the child is responding to support and intervention, then meetings will be arranged involving the class teacher, Head Teacher and the child's parents. We will work alongside the SENCO to put in place a Consistent Management Plan to support children with managing and improving their behaviour.

We will also work in partnership with outside agencies including the Educational Psychologist to support children, parents and staff in developing strategies to help children improve their behaviour.

In extreme cases of poor behaviour and to prevent permanent exclusion, alternative placements may be sought. E.g. Canvey Restart Unit, Ark Nurture Group, Paddington House Nurture Group.

Playtimes and Lunchtimes

At playtimes and lunch times inappropriate behaviour is dealt with by the staff on duty. A designated member of staff (wearing a pink jacket) is informed of all incidents and monitors and logs these so that patterns in behaviour can be identified and addressed.

Children who are behaving in a way that is dangerous to others or are being extremely rude will be removed from the playground for an appropriate amount of time.

In any incident is felt serious enough, it is the Head Teacher or Deputy Head Teacher's decision to go straight to lunchtime exclusion. The parents will be informed and the child will not be allowed to stay on the school premises during lunchtimes.

Severe Behaviour

We recognise that all staff and pupils have the right to feel safe and secure within the school environment. If a child displays any of the following behaviour the child will be sent directly to the Head Teacher or Deputy Head Teacher.

Unacceptable behaviour includes:

- Swearing at a member of staff
- Using physical violence
- Stealing
- Vandalism
- Continually refusing to comply with a member of staff's request

Exclusions

In extreme cases if poor behaviour is prolonged or severe, the child will be excluded for an agreed amount of days. The decision to exclude a child rests with the Head Teacher and Governors. Parents will be invited into the school to discuss the child's behaviour. A letter will be sent home to inform the parents of the school's decision and the right of appeal. It is also recorded in the child's file, which goes with them to their next school.

Specific guidance on exclusion is provided by the Department's guidance *Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units, 2008*.

Part 6 Applies to maintained schools through s 52 Education Act 2002 and to academies and Free Schools through their funding agreements.

Part 7 Paragraphs 100 to 103 *Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units*

The Role of the Governors

Under Section 88 (1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Section 88 (2) of the EIA requires the governing body to: Make, and from time to time review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils; and Notify the Head Teacher and give him or her, related guidance if the governing body wants the school's Behaviour Policy to include particular measures or address particular issues.

It is also the governing body's role to deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

Bullying

One problem that all schools must address is bullying. A good definition of bullying is:

Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt.

Using this definition, any of the following can be bullying if they are carried out repeatedly.

- Physical - hitting, kicking, taking belongings.
- Verbal - name calling, insulting, making offensive remarks.
- Indirect - spreading nasty stories about someone, excluding someone from social groups, being made the subject of malicious rumours.
- Prejudice - using racial, transgender or homophobic language or actions to promote offence.

If a child feels that they are being bullied, we recognise that it is our duty to ensure that the situation is resolved with the child's interest at heart. When an allegation is made it will always be treated seriously, and investigated in a systematic, sympathetic way. All proven cases of bullying will be officially logged.

We also recognise that cyber bullying is a modern day issue and we will deal with all incidents seriously. These will also be logged in the child's file. (See our separate Cyber bullying policy.)

WE WILL NOT TOLERATE BULLYING AT NORTHWICK PARK PRIMARY AND NURSERY ACADEMY.

Repeated bullying will be treated very seriously and may result in exclusion.

We aim for all children to feel confident to talk to an adult in school when they feel upset, however, we recognise some children will prefer to talk to their own family. If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of any difficulties children are facing.

Parental Involvement

We aim to provide a situation where school and home work in partnership and this is particularly important when considering behaviour. Teachers use their discretion when deciding whether or not minor or infrequent incidents need reporting to parents. There are parent consultation evenings twice a year, where parents can be given an overview of their child's achievements, but teachers should not wait until these interviews to report problematic behaviour. If a parent has concerns that have not been addressed by the class teacher they should ask to speak to the Head Teacher.

Allegations of abuse against staff

Allegations of abuse against staff are taken seriously, and we ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. We will follow our behaviour Policy guidelines for severe behaviour when considering what disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Screening and searching and the power to use reasonable force

Separate guidance is available on searching and on the use of force and governing bodies should draw on this to inform their guidance to the Head Teacher. (See Appendix 2)

The power to discipline beyond the school gate

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. The school will explore any issues which arise outside of the school but directly impact on a child when in school. The governing body must be satisfied that the measures proposed by the Head Teacher are lawful. The governing body will need to ask the Head Teacher to consider what the school's response should be to any inappropriate behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

In these circumstances, the Head Teacher should consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a threat to a member of the public, the police should be informed.

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering harm and follow its Safeguarding Policy accordingly.

Policy Review This policy was reviewed in April 2017 and will be reviewed again in 2018.

Ratified by the Governing Body June 2017

Appendix 1

Guidelines of Appendix 89

Determination by Head Teacher of behaviour policy

- (1) The Head Teacher of a relevant school must determine measures to be taken with a view to
 - (a) promoting, among pupils, self-discipline and proper regard for authority,
 - (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
 - (c) securing that the standard of behaviour of pupils is acceptable,
 - (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
 - (e) otherwise regulating the conduct of pupils.

- (2) The Head Teacher must in determining such measures
 - (a) act in accordance with the current statement made by the governing body under section 88(2)(a), and
 - (b) have regard to any notification or guidance given to him under section 88(2)(b).

- (3) The standard of behaviour which is to be regarded as acceptable must be determined by the Head Teacher, so far as it is not determined by the governing body.

- (4) The measures which the Head Teacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

- (5) The measures which the Head Teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

- (6) The measures determined by the Head Teacher under subsection (1) must be publicised by him in the form of a written document as follows
 - (a) he must make the measures generally known within the school and to parents of registered pupils at the school, and
 - (b) he must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

Appendix 2

The Following guidelines are taken from the Searching, Screening and confiscation document published by the DfE February 2014

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour² and their duty as an employer to manage the safety of staff, pupils and visitors³ enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.
- Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A headteacher can require a member of the school's security staff to undertake a search.
- If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

Training for school staff

- When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches for items banned by the school rules

- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for headteachers and school staff' via the link under Associated Resources.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
- The powers only apply in England.

Searching without consent

What the law says:

- What can be searched for?
- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- 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 property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Can I search?

- Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. Also note:
- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

Authorising members of staff

- Head Teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing