



## **SIR JOHN BARROW SCHOOL**

### **BEHAVIOUR MANAGEMENT POLICY**

#### **Including:**

- **Home School Agreement,**
- **Positive Handling, Support and Physical Intervention Policy**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

This is a caring community, whose values are built on mutual trust and respect for all. The school behaviour management policy is therefore designed to support the school community so that all members of the school, including pupils, teachers, governors, parents and visitors, can live and work together in an effective and considerate way. It fully supports our school mission statement **S**ucceeding en**J**oying **B**elonging

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Everyone is treated fairly and this behaviour policy is applied in a consistent way.

The school recognises that all (teachers, parents, children) concerned must understand the rights and responsibilities of everyone involved. It is the legitimate right of each person to experience success, to feel safe and to learn, which makes this policy a positive rather than a punitive document. Without question there is a need to understand and accept that alongside rights go consequent responsibilities. For example:

- Pupils have the right to learn and the responsibility to allow others to do so
- Teachers have the responsibility to teach and the right to be able to do so

Therefore, through consultation with the children, staff, governors and parent/carers, the values of SJB have been agreed. These consist of what the school believes to be the civil rights of those who attend Sir John Barrow, and makes up the school's home/school agreement.

## **Sir John Barrow School Home School Agreement**

**We are proud of our school and committed to everyone:**

**Succeeding, EnJoying and Belonging**

### **The Responsibility of the School**

The school will:

- Prioritise all aspects of safeguarding and provide high standards of care
- Provide high standards of teaching and learning which challenge your child to reach their full potential
- Provide a secure, happy and stimulating learning environment
- Provide a rich, broad and balanced curriculum, which values first hand experiences
- Recognise and reward children's achievements
- Provide support for any child's special need
- Provide opportunities to develop children's gifts and talents
- Set appropriate, age related homework for your child
- Provide equal opportunity for all
- Encourage your child to show friendship and respect for others
- Make you feel welcome whenever you visit the school and respond to your questions and concerns as quickly as possible
- Keep you informed of your child's progress and behaviour, as well as their termly curriculum
- Share ways in which you can support your child's learning
- Actively seek feedback or consult with parents
- Investigate any reported cases of bullying seriously and sensitively
- Provide extra curricular activities
- Allow children safe and secure use of the internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents

### **The Responsibility of Parents/Carers**

All parents/carers will:

- Having chosen Sir John Barrow School for your child, accept the school's aims and values, positively supporting the school
- Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness)
- Contact school before 9.30am on the first morning, in the event of absence, providing a specific explanation and keep the school informed of circumstances of absence.
- Support the school's policies and guidelines on learning, behaviour, uniform, attendance and punctuality, both in school and at home
- Ensure your child always has a complete school uniform P.E. kit in school every day
- Encourage your child to take a full part in school life
- Attend parent/teacher meetings to discuss your child's progress
- Support your child with homework that is set, including reading
- Keep us informed of where to contact you in case of emergency
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school.
- Support school in the teaching of safe and secure Internet use at home
- Support the school's approach to E-safety and not upload or post to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;

## The Responsibility of the Child

All children will:

- Always work hard and try hard
- Do all classwork and homework as well as they can, in the time given, asking questions when they don't understand
- Do their best to attend school and arrive at school on time
- Be well behaved, courteous, thoughtful and respectful to others, both here and elsewhere
- Wear full school uniform
- Always have a full P.E. kit in school
- Be respectful to all members of the school community and behave in a safe and responsible way
- Always follow instructions given by school staff, recognising them as the responsible adult, in line with school expectations of learning and behaviour
- Be kind, helpful and forgiving
- Be an encouraging school member, supporting others in trying and in success
- Take part in supporting and helping others both in school and in the wider community
- Use the internet safely as I have been taught in class

Signed by:

Child: .....

Date .....

Parent: .....

Date .....

Headteacher .....

Date .....

*Agreed by Governors February 2017*

## Supporting Positive Behaviour/Pastoral Care

Sir John Barrow School believes that children should be nurtured and supported in learning to live alongside each other within a caring and considerate environment. For this reason aspects of Personal, Social and Health Education (PSHE) are taught specifically through:

- Assemblies
- PSHE/SRE lessons/ Class Circle times
- Class and School Council
- Kidsafe
- Curricular topic work where appropriate

In addition children are given opportunities to develop caring, positive behaviours. For example:

- Supporting younger children in school through buddy systems and buddy classes
- KS2 children running clubs for our younger children
- Each class adopting a governor
- Welcoming a variety of visitors in school, from near and far
- Visits out of school, including visits to our elderly neighbours
- Learning how to care for pets and animals
- Celebrating the birth of new babies in our school community

In addition pastoral care is also available to support individual children develop positive behaviours. For example: 1-1 support, SERIS (Social, Emotional Resilience in School) activities, counselling, friendship groups and personal visual timetables

### Rewards and Sanctions

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour. We praise and reward children for good behaviour in a variety of ways. Teachers verbally congratulate children. They also give children team points or classroom rewards for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

The school acknowledges all the efforts and achievements of children, both in and out of school. They are encouraged to present their certificates and awards during whole school assemblies.

Teachers will also apply sanctions where required to promote positive behaviour and to ensure a safe and positive learning environment. Each sanction is employed appropriately to each individual situation.

Sanctions may include:

- a verbal reprimand
- a reminder of expected behaviour
- loss of free time/break time
- moving to sit alone
- being asked to write a letter of apology
- loss of responsibility

## The role of the Class teacher

It is the responsibility of the class teacher to ensure that SJB's values are promoted in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The teacher treats all children in their class with respect and understanding. The class teacher treats each child fairly and enforces the classroom code consistently.

Children are expected to listen carefully to instructions in lessons. If they do not do so, they are asked either to move to a place nearer the teacher, or to sit on their own. Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the teacher will use their own acceptable classroom management strategy to diffuse an issue. They may seek assistance from the Senior Leadership Team/Headteacher who may enable the child to be withdrawn from the classroom and supervised elsewhere. No child is to be left unsupervised at any time.

If a child repeatedly acts in a way that disrupts others, or if a child threatens or hurts another pupil, the class teacher contacts the child's parents to seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If the child continues to be disruptive, the parents meet with the teacher and head teacher.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

It may be appropriate to introduce a Behaviour Management Plan – setting targets (in consultation with the Headteacher, Special Educational Needs Co-ordinator (SENCO) and parents/carers).

The school does not tolerate bullying of any kind. If there is an allegation of bullying or intimidation, immediate action is taken by investigating all incidents and recording all evidence. The school aims to stop any further occurrences of such behaviour. (see Anti bullying Policy)

The class teacher may liaise with the school SENCo or external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Local Education Authority (LEA) behaviour support service.

If repeated requirement of sanctions, Headteacher and parent/carers will be informed (4 or 5 incidents over a six week period) or a constant refusal to comply with expectations over a period of time. Parent/carers will have the opportunity to discuss any concerns with the class teacher. If the identified behaviour does not improve parent/carers will be asked to meet the class teacher and/or Headteacher with the child to seek to resolve the situation. A behaviour plan may be put in place at this point.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, disruptive behaviour in class and continual non-compliance. This type of behaviour is very rare and is the responsibility of the Headteacher, who will deal with it quickly and effectively, particularly if this is a recurring problem.

- Parents will be involved as soon as this behaviour occurs

- Clear expectations will be agreed between school, parent and child. Consequences of on-going negative behaviour will be explained and recorded, as well as an explanation of the benefits of improved behaviour

Consequences of major breaches of discipline may include, depending on the nature of the behaviour:

- Withdrawal (isolation) within school in school for a fixed period
- Exclusion from school for a fixed term. (usually 1-5 days in the first instance, on an incremental scale for repeat offences)
- Persistent unacceptable behaviour may result in permanent exclusion.

A copy of the guidelines for exclusion is available in school.

### **Use of mobile phones by pupils in school**

The school discourages and advises parents to discourage, pupils from bringing mobile phones to school on the grounds that they are valuable and may be lost or stolen. Where a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used, for any purpose on school premises, grounds or during off-site school activities (such as school swimming or sports activities). The only exception to this would be in an emergency or with the express approval of a member of school staff. The Headteacher may, at her discretion, allow any member of staff to approve such requests.

Where a pupil is found by a member of staff to be using a mobile phone for any purpose, the phone will be confiscated from the pupil and returned at the end of the day. Pupils, whose phones are confiscated on a number of occasions, will have their phone returned only to the parent, guardian or carer.

### **Behaviour Management and Care and Control**

Children who present with challenging behaviour make special demands on schools. Examples of such behaviours include violence towards other children or staff, self-injury, actions performed with reckless disregard for safety and deliberate damage to property.

Schools are expected to adopt positive behavioural management techniques to help such children to modify their behaviour in the long-term.

Whenever it is foreseeable that a pupil might require a restrictive physical intervention, a risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the pupil. Assessing and managing risk is central to the process of deciding whether to use physical force and ensuring that it is both **reasonable** and **proportionate** to the circumstances. Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment of the risks involved will assist staff in judging the benefits and risks of any proposed intervention for staff, the pupil concerned and others. This risk assessment must be undertaken by a competent person i.e. one who knows the process of risk assessment and who has sufficient knowledge about the pupil and his/her behaviour to enable them to make objective decisions on the appropriate control measures to utilise. In the event that risks are thought to be serious for the child or others, a written assessment of the risks and the considered control measures, which may be required in order to reduce the risk to the child and others, should be made. This Behaviour Management Plan incorporates, where required, the individual's Positive Handling Plan. The BMP must be signed and dated by the assessor. Blank copies of all three parts of the BMP can be downloaded from the School Portal.

There may be some occasions when teaching staff have to react immediately in order to prevent harm. On these occasions it may be necessary to use physical intervention.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, to implement the school behaviour management policy consistently throughout the school, and to report to governors, at least annually or more frequently, if requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Where practical, these actions are taken after the chair of governors has been notified. Governors would be notified before a permanent exclusion.

### **The role of parents/carers**

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. SJB's values are on the school website and in the school prospectus and parents are expected to read these and support them. Parents are expected to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. The school tries to build a supportive dialogue between the home and the school, and informs parents immediately if there are concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The decision to exclude a pupil for a fixed term period or permanently should be taken only: In response to serious breaches of the school's discipline policy and once a range of alternative strategies to resolve the pupil's disciplinary problems has been tried and failed and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

The Headteacher has the duty to inform the parents, governors and LEA. Should this action occur, the Headteacher and Chair of Governors will provide the parents with a detailed explanation procedure and the rights of appeal. The procedure involving exclusion follows the guidelines provided by the DFE(2012), 'Exclusions from maintained schools, academies and pupil referral units in England'. A child may be excluded from the school at lunchtime for a limited period, if he or she is continually producing undesirable behaviour.

It is the duty of the school to provide work at home for up to 5 days for a child who has been excluded.

It is the school's legal duty to provide full time and suitable education from Day 6 of a pupil's fixed period exclusion. At this school, this will be provided through a cluster agreement.

As from September 2007 there is a legal duty on schools and local authorities to provide full time education for pupils excluded for more than 5 consecutive days. For permanent exclusion this means that the local authority has to secure a place at another school or alternative provision.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Complaints**

We all have a duty of care to the children in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff should help to avoid complaints from parents. However, it will not prevent all complaints.

In the event that a formal complaint is received the school's Complaints Policy and templates are to be used. A complaint form can be completed in a meeting with the Headteacher and appropriate action will be taken.

Staff subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police. Police involvement is likely for incidents such as the possession of weapons. Further information on this can be found in Safety Advice Note (SAN) G14.

We will review this policy on a yearly basis.

Remember that adhering to the principles and procedures referred to in this policy statement is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

**Signed:** H Pemberton

**Date:** February 2017

*Next Review Date: February 2018*