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## SCHOOL BEHAVIOUR POLICY

| Version and Date |              | Action/Notes         |
|------------------|--------------|----------------------|
| V2               | 05 June 2018 | added version number |
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Review frequency: Headteacher free to determine

Approval: Head teacher.

Academies, free schools and independent schools - Independent School Standards Regulations (Schedule 1 part 3 paragraph 9).

<http://www.legislation.gov.uk/uksi/2010/1997/schedule/1/made>

see also: Europa School UK Secondary Behaviour Policy V2

Europa Secondary Behaviour Guidelines with Actions and Consequences V1

Good behaviour promotes efficient learning, happiness and security. Poor behaviour reflects badly on the individual, tarnishes the school and can cause harm. At the Europa School we adopt a behavioural policy that will encourage good behaviour through motivation, self-discipline and mutual respect, while taking necessary measures to correct bad behaviour. In view of the nature of the school, particular attention is paid to valuing and respecting our various languages and cultures.

### The School expects

- all pupils to show respect and courtesy towards teachers and other staff and towards each other and to engage in learning as directed by teachers
- parents to support the school in fulfilling its mission and to encourage their children to show that respect and to uphold the school's authority to discipline its pupils, where appropriate
- to support the Principal in creating a culture of respect by supporting the staff's authority to discipline pupils and ensuring that this happens consistently across the school

## Communicating intent

Europa School UK's Behavioural policy is rooted in its mission to develop a deep understanding and enjoyment of all learning. The School will ensure that parents/carers are fully informed of the behaviour policy by communicating it through the school prospectus, home-school agreements, newsletters and other normally used channels, including the school's website. The school will communicate the behaviour policy to all new and existing pupils through the school rules or expectations, school prospectus, pupil notice boards, newsletters, school assemblies, and within the curriculum wherever relevant.

The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.

The school will communicate the behaviour policy to all staff by providing copies of the policy and through the staff training programme. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## Acceptable and unacceptable behaviour

The school defines acceptable behaviour as that which promotes learning, courtesy, cooperation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.

The school has identified examples of unacceptable behaviour which include inhibiting learning, lack of respect, insulting, threatening or dangerous behaviour, physical abuse, damage to or theft of property and bullying (see anti-bullying policy below).

## Recognition, rewards and sanctions

The school will promote good and improved behaviour by pupils through high expectations, good example and a system of recognition and reward. This will include the use of:

- praise and positive feedback;
- commendations and awards;
- letters to parents/carers;
- extension of school privileges.

The school will ensure it gives appropriate support to individual pupils who may be at risk of disaffection or exclusion, including:

- attention and care;
- learner support;
- mentoring;
- individual education planning;
- curriculum and curriculum resources;
- teaching strategies;
- study support;
- anger management.

The school will implement an agreed range of strategies to deal with inappropriate behaviour by pupils, including: talking individually with the pupil, a verbal reprimand or time out;

- referring matters to the appropriate member of staff;
- behavioural reports;
- instituting pupil searches, as appropriate;
- withdrawal of school privileges;

- letters to parents/carers;
- meetings with parents/carers;
- referral to external agencies;
- detention;
- fixed-term or permanent exclusion.

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination, and the school's statutory duties in respect of SEN and disability, race relations and gender equality.

### **Early intervention**

The school will develop measures to encourage pupils to exercise self-discipline, take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.

The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

The school will provide clear guidance and appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.

Parents/carers will be contacted promptly by the school and normally within 3 working days to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

### **Investigating cases**

The school will investigate, as appropriate, reported serious incidents of pupil misbehaviour.

The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

The school will provide adequate time for the conduct of investigations.

The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

The school will complete investigations within a reasonable timescale and not normally exceeding 15 days.

The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

### **Malicious allegations against school staff**

If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays will be eradicated. In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if

there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations will have breached our school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **Developing capacity**

### **Training and professional development for all staff**

The school has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.

The school reviews regularly the health, safety and welfare of all staff and provides for professional and personal support (including counselling and training).

The school provides relevant information and training on behaviour management matters to all groups of staff, including:

- support staff (e.g. lunchtime supervisors, learning support assistants, teaching assistants, cover supervisors);
- newly qualified teachers during their formal induction period;
- students undertaking programmes of initial teacher training;
- supply teachers;
- class teachers;
- leadership group.

The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.

The school undertakes annual reviews of the continuing professional development (CPD) needs of teachers and the Principal.

The school provides opportunities, as appropriate, for staff to develop their knowledge and skills in relation to such issues as:

- implementing the school's behaviour policy;
- logging and recording of incidents;
- school leadership;
- teaching and motivational strategies;
- lunchtime supervision;
- classroom management;
- educational visits;
- learning styles;
- the implications of legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint, pupil searches);
- pupil support;
- equal opportunities and anti-discrimination;
- techniques for promoting positive behaviour.

## Clear roles and responsibilities

The school ensures that staff job descriptions include appropriate reference to responsibility for implementing the school's behaviour policy.

The governing body is advised of the implications of the behaviour policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other regulations and government guidance.

## Referral

The school will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils. The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.

The school has identified the main points of external referral (including pupil counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).

The school maintains appropriate records on the use of referrals, using the relevant referral forms. The school ensures that appropriate staff are informed in full of the outcome of any referral.

## Resources

The school will provide the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

### **(i) staffing issues:**

- staffing levels;
- staff training and development;
- provision of appropriate time to carry out their professional roles and responsibilities;
- workload;
- health and safety.

### **(ii) data management and record keeping:**

- provision of administrative and record keeping systems (including use of ICT);
- monitoring arrangements (including use of ICT).

### **(iii) curriculum review and alternative provision:**

- alternative education provisions for pupils, including the use of off-site provisions (where available);
- review of curriculum appropriateness;
- use of curriculum flexibility, including disapplication (where appropriate);
- on-site facilities wherever possible and appropriate (e.g. 'time-out' room, access to learning support, mentoring).

The school will participate appropriately in implementing the Common Assessment Framework to ensure effective early identification and integration of services to meet the needs of children and families, including:

- LA or other Behaviour Support Service;
- pupil referral unit;
- LA or other Education Welfare Service;
- LA or other Education Psychology Service;
- Health Services, including Child and Adolescent Mental Health Services (CAMHS);

- social services;
- information, advice and guidance (including Connexions);
- youth workers;
- LA or other Youth Offending Team;
- drug counselling agencies;
- learning mentors;
- police.

The school has a pupil support programme, and has reviewed the need for mentoring, counselling and peer mediation.

## Meeting needs

### Needs assessment/reviews

- Through its referral processes, the school will undertake assessments and reviews of the needs of pupils whose behaviour is disruptive.
- The school provides appropriate training for all relevant persons responsible for the conduct of assessments and reviews.
- The school ensures that adequate time is given during the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the pupil support programme.
- The school ensures that staff receive adequate time to provide support to individual pupils.

### Curriculum flexibility

- The school's curriculum serves the mission and vision of the school.
- The school's curriculum is appropriate to the needs of pupils.
- The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

### Pupil involvement

- The school encourages pupils to take responsibility for their own learning and behaviour.
- The school encourages pupils to take responsibility for developing a positive behaviour culture within the school.
- The school provides opportunities for pupils' positive involvement in the life of the school and community.
- The school seeks to engage pupils in the review of the behaviour policy.

### Parental/carer involvement

- The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- The school provides opportunities to encourage parental involvement and support for the behaviour policy.

### Community involvement

The school liaises with a range of bodies as appropriate to support and promote positive behaviour.

## Reviewing effectiveness

### Data management

- The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

- The school maintains accurate records of all behaviour incidents and in respect of the conduct of pupil searches, pupil restraint, and the application of rewards and sanctions.
- The school has a low bureaucracy system of data collection and record keeping.
- The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.
- The school provides for the logging of incidents and monitoring of trends as appropriate.
- The school deploys appropriate staff to undertake routine administration and record keeping.

### Monitoring and evaluation

- The school monitors behaviour incidents in order to identify issues and trends.
- The school makes effective use of ICT database facilities to support the implementation of its procedures.
- Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- The school monitors incidents of disruptive behaviour in terms of:
  - type of incident (including prejudice-related incidents);
  - critical days/times in the week;
  - critical places within/outside the school;
  - pupils involved;
  - profile of pupils involved (ethnicity, gender, disability, age, SEN);
  - timeliness of response;
  - outcomes.
- The school reports details of racist incidents in accordance with its statutory duties.
- The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- The school evaluates its policy and effectiveness of its implementation strategies against key improvement objectives which include:

#### **(i) individual measures:**

- improvement of individual behaviour;
- academic progress.

#### **(ii) class/department/whole-school measures:**

- general behaviour patterns;
- balance in the use of rewards and sanctions;
- staff support and training needs;
- curriculum access and academic progress;
- equal opportunities;
- behaviour management trends over time;
- effectiveness of the policy in encouraging positive behaviours.

The school provides details of issues and trends to staff and the governing body as a basis for effective decision making.

### Sharing good practice

The school shares information on good practice gleaned from reviews of:

- individual practice;
- whole-school practice;
- practice in other schools;
- cross-phase practice;
- cross-departmental practice.

Relevant information is shared with all members of staff and the governing body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.