

Behaviour policy and statement of behaviour principles

Lansdowne Turney Federation

Approved by:	Full Governing Body	Date: 27 th March 2019
Last reviewed on:	27 th March 2019	
Next review due by:	March 2021	

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management for both Lansdowne and Turney Schools individually in line with the special educational needs of the children and young people.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The **Governing Body** is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The **Achievement Committee** will also review this behaviour policy in conjunction with the Executive headteacher/Heads of School and monitor the policy's effectiveness, holding the Executive headteacher/Heads of School to account for its implementation.

5.2 The Executive headteacher/Heads of School

The Executive headteacher/Heads of School are responsible for reviewing this behaviour policy in conjunction with the Achievement Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of all pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

The pupil code of conduct relates specifically to the individual schools – Lansdowne and Turney Schools, as well as to the special educational needs and disability of the pupils.

At Lansdowne School pupils are expected to:

- **Follow the FRESH rules**
- Behave in an orderly way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn ***through the adults using specific ASC techniques to support the special educational needs of the pupils to include TEACCH, SCERTS, Social stories and augmented communication.***
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

At Turney School pupils are expected to:

- ***Follow instructions in line with their individual special educational need and disability, with the specialist support of adults trained to meet the needs of pupils with an Autistic Spectrum Condition (ASC), including speech and language (SaLT) and Occupational (OT).***

- ***In class make it possible for pupils to learn through the adults using specific ASC techniques to support the special educational needs of the pupils to include TEACCH, SCERTS, PECS, Intensive Interaction***

7. Rewards and sanctions

Rewards and sanctions relate to the individual Federation schools. See Lansdowne School and Turney School behaviour Policies.

7.1 List of rewards and sanctions

Lansdowne School

Positive behaviour will be rewarded with:

- Praise
- Earning 'ticks' at the end of each lesson.
- Praise post cards
- Special responsibilities/privileges
- Class of the week cup

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder to follow the FRESH rules
- Sending the pupil to the sensory area of the classroom, or the break out room.
- Sending the pupil to work away from the class.
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

See appendix 4 for sample letters to parents about their child's behaviour.

We may use a **designated member of staff to work individually with a student** in response to serious or persistent breaches of this policy.

Turney School

Positive behaviour will be rewarded with:

- Praise including thumbs up and high fives
- Earning 'ticks' at the end of each lesson.
- Praise post cards
- Reward for work such as choosing activities with preferred toys

The school may use one or more of the following support strategies in response to unacceptable behaviour:

- A verbal/visual reminder of behaviour required i.e. 'stop' or 'sitting'
- Sending the pupil to quiet room or movement activity such as the gym.
- Referring the pupil/incident to a senior member of staff
- Letters or phone calls home to parent/carer

- Agreeing a behaviour contract or implementing a behaviour support plan

We may use a **designated member of staff to work individually with a student** in response to serious or persistent breaches of this policy.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom **through meeting the needs of all pupils**.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally i.e. visuals
 - Highlighting and promoting good behaviour through reward
 - Concluding the day positively and starting the next day afresh
 - Use all ASC specific strategies to ensure pupils do not become distressed
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

4. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. **We recognise that pupils' in both schools with an ASC may become distressed and that this can present as challenging behaviour.**

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and **therapists**, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

We recognise that all pupils across the Federation will struggle with transitions. Pupils are supported through transitions through the use of SCERTS and TEACCH individually. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the **Executive** headteacher and full governing board/Achievement committee every 3 years. At each review, the policy will be approved by the Executive headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board/Achievement committee every [3 years].

12. Links with other policies

This policy is linked to the following policies:

- Behaviour policies
- Safeguarding policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- That distress for pupils with an ASC can lead to what is perceived as challenging behaviour and that all individual needs of the pupils should be met as far as possible to alleviate distress.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board/achievement committee every 3 years.

Agreed by the Full Governing Body – March 2019.

To be reviewed – March 2021