

New Islington Free School

Behaviour Policy

Reviewed July 2018

Next Review July 2020

BEHAVIOUR POLICY

Policy aims

1. **General:** The aims of this policy are:
 - To enable the Head Teacher to carry out their responsibilities of maintaining order and good discipline in the School;
 - To promote good behaviour;
 - To ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the school community; and
 - To support the implementation of the School Rules.

School Rules

2. **Purpose of the School Rules:** The School Rules are set by the Head Teacher in collaboration with staff and children. The School Rules are necessary:
 - For the safety and well-being of everyone at the School;
 - For the reputation of the school community as a whole; and
 - For the protection of school property and the wider environment.The basic rules are:
 - Do be gentle. Do not hurt anyone.
 - Do be kind and helpful. Do not hurt people's feelings
 - Do work hard. Do not waste your or other people's time
 - Do look after property. Do not waste or damage things
 - Do listen to people. Do not interrupt.
 - Do be honest. Do not cover up the truth.
3. **Application:** The School Rules apply to all age groups and at all times when the pupil is:
 - At school, representing the School or wearing school uniform;
 - Travelling to and from School; and
 - Associated with the School at any time.
4. **Conduct of pupils elsewhere:** The Governors and the Head Teacher intend that the School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School, for example during half term and in the holidays.
5. **Expectations of pupils:** Pupils are expected to know and understand the School Rules and teachers will work with children to teach, model and guide. The School Rules will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

Rewarding Good Behaviour

6. **The value of rewards:** The School understands that rewards are more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour.
7. **Application:** The system of rewards and sanctions applies across the entire range of pupils. It seeks to create and reinforce positive relationships between all members of the school community and between the latter and the wider community it serves. It also endeavours to promote respect for personal and communal property.
8. **Purpose:** The system is designed to encourage staff to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or without) with praise and reward and, further, to share this with others. As a result, the system of rewards and sanctions is:
 - Properly integrated with the School's procedures for assessment and reporting;
 - Applied fairly so that (a) all pupils are motivated to seek praise and reward and (b) sanctions are both consistent and proportionate; and
 - Clearly understood and valued by staff, pupils and parents.
9. **The system of rewards:** High standards of work, significant improvements in standards, high and sustained levels of effort and a willing and helpful attitude, whether within the classroom or without, will be rewarded. The range of and variety of awards, which are designed to make the latter accessible to all pupils, include:
 - Positive oral and written feedback from members of staff, which will be shared with others;
 - Formal displays and exhibitions of pupils' work;
 - Classteacher Awards for effort;
 - Head Teacher Commendations;
 - Achievement assemblies;

Key factors in changes in a child's behaviour

We recognise that at times a child's behaviour can change and that this can sometimes be an indicator of underlying problems. It is therefore necessary to find the cause of the problem, which may be one of the following reasons.

- a change in circumstances either at school or at home
- an upset with friends
- bullying
- poor health/medication
- tiredness
- dietary factors
- special needs

Sanctions

- We consider it important to discover the cause of unacceptable behaviour and listen carefully to children's explanations, including those of witnesses. Where unacceptable behaviour persists we seek support from home in the hope that we can work together to reinforce more positive attitudes.
- Children are encouraged to discuss their behaviour and actions in the hope that their conduct will develop from the beliefs and values that underpin our school's code of conduct.
- Control is firm but quiet, with all school staff expecting the same high standards of courtesy

and consideration.

- In the rare event of physical assault upon a member of staff or racial abuse towards any member of the school community, the incident will to be reported to the governors.
10. **Nature of sanctions:** Achieving the policy aims requires that a system of sanctions complements the system of rewards. Sanctions should be imposed for breaches of School Rules. They should be fair, reasonable and consistent with the policy. They should never be humiliating, degrading, inappropriate or disproportionate, nor should they compromise the health and safety of the pupil or others.
 11. **Authority of staff members to issue sanctions:** All members of teaching staff are authorised by the Head Teacher to impose sanctions.
 12. **List of sanctions available to all members of teaching staff:** The list of sanctions available to all members of teaching staff is set out below:
 - Loss of free time at break and over lunch;
 - Daily monitoring of academic performance and general conduct;
 - Supervised work over lunch or after school.
 13. **Removal of free time at break and at lunchtime:** Whilst available to any member of the teaching staff, this sanction is usually imposed by The Head Teacher for disruptive or poor behaviour towards other pupils. In all cases, however, responsibility for arranging supervision for the pupil rests with the member of staff who imposes the sanction.
 14. **Daily monitoring of work and behaviour:** This sanction is usually imposed by the Class teacher or the Head Teacher. It is monitored by the Classteacher. All members of staff are encouraged to inform the Classteacher if a pupil has failed to produce a piece of work, if work is not of an acceptable standard or if a pupil misbehaves in the classroom.
 15. **Temporary Exclusions:** Where other sanctions are deemed inappropriate or inadequate the sanction of temporary exclusion may be imposed. Please see the Exclusions Policy.

Serious Breaches of School Rules

16. **Permanent exclusion (expulsion):** A pupil is liable to permanent exclusion for serious breaches of School Rules. Examples include but are not limited to: a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal and permanent exclusion implies that the pupil's name will be deleted from the School Roll and reference to the facts and circumstances of the case will be made in response to every request for a reference. . The Head Teacher is required to and will act fairly and in accordance with the principles of natural justice and will not permanently exclude a pupil other than in serious circumstances.
 - a. Please refer to the Exclusions Policy
17. **Delayed (Suspended) Permanent Exclusion:** In exceptional circumstances, the implementation of the permanent exclusion might be delayed. An example might be where the pupil is making their final preparations for important public examinations. However, any delay: (1) is at the absolute discretion of the Head Teacher; (2) will take account of all relevant factors, including the seriousness of the misconduct and the School's ability to

manage any continuing risk the pupil might pose; and (3) will not normally last for longer than one academic year. Further, it is likely that various conditions will be attached to it. These will be set out in writing in the disciplinary ruling and must be strictly observed by the pupil and, where relevant, their parents. If they are breached without reasonable cause, the delayed exclusion will be terminated and the permanent exclusion served with immediate effect. The pupil and their parents should be aware that, regardless of the pupil's good conduct during the period of delay, the permanent exclusion will nonetheless come into force on the date set out in the disciplinary letter.

18. **Requirement to leave:** For a serious breach of school discipline falling short of one for which permanent exclusion is necessary, but such that the pupil cannot expect to remain a member of the school community, the pupil may be *required to leave* permanently. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school.
19. **Temporary exclusion (suspension):** A pupil may be suspended without prejudice from School while a complaint is investigated. Please see the Exclusions Policy.

Use of Restraint

20. Any use of restraint by staff will be by reasonable and non-injurious means, and will only be used when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property. It will be carried out in line with our Positive Handling Policy. Where restraint is used by staff, this is recorded in writing.

Appeals

21. Please see the Exclusions Policy. A pupil or their parents may request an Appeal to the Governors of the Head Teacher's decision
 - a. to permanently exclude a pupil
 - b. to temporarily exclude or suspend a pupil for eleven school days or more
 - c. where a temporary exclusion/suspension would prevent the pupil from taking a public examination.
22. A parent who feels aggrieved may make a complaint under the School's *Complaints Procedure*, which is published on the School's website.