



Marshfields School

Effective Management of Behaviour Policy^{1/2}

(including use of reasonable force DfE July 13)

¹ Please note that the Anti-bullying and Attendance Policies are published separately

² Updated in line with DfE Guidance, "Behaviour and discipline in schools" (2016), Exclusion from Maintained schools and the Use of Reasonable force (2013).

- The Behaviour Policy will be published on the School's website, and made available in writing to all staff, parents and their children annually.
- Parents will be invited to sign a Home School Agreement which outlines the responsibilities of parents/carers and the school. This is published in the student's planner.

Principles:

1. All students have the right to (and parents, the right to know that their children) receive their education:
 - In a safe environment
 - Without disruption from others
2. All employees have the right to perform their duties
 - In a safe environment
 - Free from needless disruption by students
3. Under government guidance, the School has a right to expect support from parents in providing the above

Responsibilities of Key Personnel

There are different stakeholders in relation to management of student's behaviour. This includes:

- The Governing Body
 - Paid Staff
 - Headteacher
 - Teaching Staff
 - Non-teaching Staff
 - Parents
 - Students
1. The Governing Body (through its stakeholders), will be clear about the general principles which inform the behaviour policy.
 2. The Headteacher has decided the standard of behaviour expected of students at the school. They have also determined the school rules and any disciplinary

penalties for breaking the rules.

3. The Headteacher will:-

- create a culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school
- set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect, that prevents bullying and ensure that students complete assigned work
- ensure that every teacher is good at managing and improving children's behaviour
- ensure that all staff have the necessary skills to manage and improve children's behaviour
- have a policy that regulates the conduct of students

4. In respect of the responsibilities of staff, students and their parents:

- Students will show respect and courtesy towards staff and towards each other
- the behaviour policy will be clear and understood by all staff, parents and students
- the policy will be consistently applied

In developing the behaviour policy the following ten key aspects of school practice will be developed to ensure effective behaviour management and help to contribute to improving the quality of student behaviour:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Students support systems
8. Liaison with parents and other agencies
9. Managing student transition; and
10. Organisations and facilities

With reference to Teachers' Standards

5. Teachers will

- Manage behaviour effectively to ensure a good and safe learning environment by:
- Having clear rules/routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintaining good relationships with students, exercise appropriate authority, and act decisively when necessary
- Demonstrating proper and professional regard for the ethos, policies and practices of the school within which they teach.
- Develop and support the Behaviour for Learning ideology focussing on good behaviour in the classroom supports learning in the classroom

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). If it is felt necessary teachers will impose detention outside school hours and can confiscate students' property.

Teachers have the power to discipline students for misbehaving outside of the school premises "to such as extent as is reasonable" (Section 90 of the Education and Inspections Act 2006)

The school will use a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the students, and any other special circumstances that affect the students.

6. Parents

a) Parents will

- be asked to read and sign a home school agreement outlining the responsibilities of the parent/s, students and the school in relation to behaviour and attendance. This will be included in the student's planner.
- encourage their children to show that respect
- support the school's authority to discipline its students

b) Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school, or the local

authority may issue a penalty sanction of £50 (rising to £100).

- c) Where a child has been excluded for more than 5 days, the parent must ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of exclusion.
- d) Parents are expected to attend a reintegration interview following any fixed period exclusion of more than five days.

Systems

All of reward and discipline is recorded using Behaviour watch. This is a system in which all staff are trained in using and is a central base for recording sanctions and rewards given. Behind the behaviour management system of the school there is a focus to encourage good behaviour, self-discipline and respect. Each week the school has a focus of the week which supports the overall code of conduct for the school. This allows us the opportunity to reflect and promote the key areas, these focus areas are also picked up in circle time activities each week.

1. All students will follow the Code of Conduct. This is a 7 point plan of balancing statements for reward and discipline. It is divided into 3 hierarchic levels
 - Level One: Standard Expectations
 - 1) Attendance
 - 2) School Uniform
 - 3) Community Spirit
 - 4) Good learning/organisational skills
 - Level Two: Towards Independence
 - 5) Responsibility for Own/Others' Learning
 - Level Three: Active Citizens
 - 6) Considering the Safety/Welfare of Self/Others
 - 7) Self-Discipline
2. All employed adults, and members of the Governing Body, have the right and a duty to reward and discipline students in relation to the Code of Conduct. Reasonable discipline strategies can include, but are not confined to: confiscation, retention or disposal of student's property and detention. The Headteacher may also decide to exclude a student for a fixed period or to permanently exclude them.
 - The policy does not include a strategy for passing responsibility for core discipline over to another colleague, or to a more senior member of staff. However, a collegiate approach, led/supported by senior managers will support all staff in their duty. Level 2 and 3 sheets are monitored by SLT daily and where it is felt necessary students would receive two sanctions, one from the lead member of staff, and one from a more senior colleague.
3. All staff are required to record incidents (positive and negative) on the appropriate record sheets and to forward these to appropriate personnel following application of an appropriate reward/sanction. D6/D7 incidents should be reported to the Deputy, Personal Development, Behaviour and Welfare, (or in her absence, another senior member of staff), as a matter of

urgency. These incidents generally will require a more immediate response. It is accepted in these circumstances that it may not always be possible for the lead member of staff to undertake a sanction with that student (eg, because the child is subsequently excluded from school).

4. Students who make malicious allegations against staff will be disciplined under code D6 or D7 and the Headteacher will make a decision as to the appropriate sanction at that level to be applied, which will include, but not necessitate, fixed or permanent exclusion of the student. The School will follow government and local authority guidance in relation to allegations against staff.
5. Non-uniform items (ie, relating to jewellery, clothing, haircuts, etc), will be dealt with as either D7 (Self Discipline), but most likely, D6 (Considering the Safety/Welfare of Self and Others). With regard to the latter (D6), this relates to our duty of care in relation to safeguarding. Examples of this follow to clarify this aspect. The school will discipline children under D6 (or D7) in the following instances:
 - Health – students who have piercings which would necessitate them having non-uniform jewellery in place (eg, additional stud earrings)- the school's safeguarding policy would require such items to be removed which could lead to health problems. This is why such piercings are not allowed.
 - Safety – rings and other additional items of jewellery – these would be deemed to place the student and other children at risk of injury
 - Bullying/Harassment – students who wear non-uniform items of clothing (eg, wrong colour; slogans, trainers, etc) place themselves at risk of being bullied
6. Parents are expected to support the school's authority to discipline its students in relation to the Behaviour Management policy and these additional safeguarding issues.

Rewards

These include acknowledgement (verbal/non-verbal), 1:1 discussion, comments on work, notes in planners, house points, work displayed, work shared with other/s, certificates, reward trips, contact home, meeting with parent, wider recognition, eg, through daily dismissal, or through awards ceremonies, etc. To exemplify this, the balance of positive to negative referrals made in the year 2014-2015 is 9:1 in favour of praise. The recommended level is 5:1. Positive referrals ("green" sheets) represent only one aspect of our reward structure.

Sanctions

When poor behaviour has been identified, sanctions will be implemented consistently and fairly in line with the behaviour policy. There will be a range of disciplinary measures. These include additional support, 1:1 discussion, come-back requests, copying/extra/catch-up/research tasks, detentions (break, lunchtime, after- school), notes in planner, contact home, meeting with parent, supervision in class, written warnings, isolation (this will be for agreed time spans and time spent in isolation will be used as constructively as possible), notice of intention to

exclude, behaviour contracts, sanction record, fixed or permanent exclusion. Following a period of exclusion, students may spend up to one full day in the inclusion room.

Fixed Term Exclusions

In extreme circumstances when it is felt necessary a fixed term exclusion maybe necessary, work will be supplied on these occasions to ensure students are not disadvantaged. Permanent exclusions are extremely rare in a special school. However if it is felt the safety of students is compromised then the Headteacher does have the right to impose this sanction. If this is felt necessary then the Headteacher will follow the guidance of exclusions from the DFE.

Use of Reasonable Force and the Power to Search Students. (DFE use of Reasonable Force July 2013)

1. All school staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.
2. School staff can search students with their consent for any item. Staff will make a professional judgement supported by written explanation of that decision to the Headteacher, that any child to be searched is competently able to give their consent.
3. The Headteacher (or staff members authorised by the Headteacher) have the power to search students or their possessions, without consent, where they suspect the students has a prohibited item identified under the Code D7, to include knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property and any other item banned by the school rules which has been identified in the rules as an item which can be searched for.
4. Headteacher's and staff authorised by the Headteacher can use such force as is reasonable when searching a students without consent for prohibited items (ie, knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property).
5. The school uses the principles of TEAM TEACH to promote effective safe verbal, non-verbal, positive and protective techniques to behaviour management.

Use of Physical Intervention by staff to control or restrain students

Minimising the Use of Force

1. The overall school ethos focuses on the desirable outcome of minimising any risk of incidents that might require the use of force
2. Every alternative should be sought and all staff should be part of this process. Marshfields School will consider any suggestions with regard to individual students or groups of students that would minimise risk. Developing effective relationships between students and staff is central to good order

3. Through an active PSHE programme students will be taught how to manage conflict, strong feelings and their individual behaviour patterns that affect others
4. Staff will always seem to de-escalate incidents if they do arise, using school agreed strategies, such as time out, work elsewhere, distraction techniques
5. Force will only be used when the risk involved in doing so are outweighed by the risks involved in not using force
6. Risk assessments and positive handling plans for named individual students are to be put in place and regularly updated.

Staff Authorised to Use Force

All staff who have permanent or temporary contracts are authorised by the Headteacher and Governors to have control or charge of students. Those staff automatically has the statutory power to use force for restraint or control.

The use of physical intervention by staff is low. A number of staff are trained in the principles of Team Teach. These staff have completed the 2 day basic Team Teach training and have one day follow up after a period of 2 years (list on physical handling file). Updates and guidance are given at regular points as required.

All incidents that involve any form of physical handling must be recorded on the form provided by the end of the working day. These are logged on Behaviour Watch, and a further log of incidents is recorded in the NAES bound and numbered book.

SEND

The School conforms to legislation in relation to special educational needs and disability.

We expect that all students will conform to the Code of Conduct which ensures that none of our students are disadvantaged and/or confused by standards inconsistently applied to individuals or groups.

As deemed necessary by the school, we make reasonable adjustments in relation to the support we offer, but safeguarding, safety and welfare of the student and other students in the school will be paramount to any decision relating to these adjustments and we would not expect this to amount to inconsistency in the way that the behaviour management policy is applied to different students. Context, frequency, staffing input and severity of incident, etc, will be used to determine individual sanctions. This would not be deemed as "inconsistency".

If an adjustment is deemed necessary, this might include calling an Annual Review early, or using local authority systems to provide additional support or an alternative placement.

Policy written by Shelley Taylor Deputy Headteacher Personal Development, Behaviour and Welfare.

Presented to Governors and agreed June 16th 2016

Review Date: June 2017

Effective Management of Behaviour Policy



This policy was ratified by the	committee
At their meeting held on	
Signed by the Headteacher	
Signed by the Chair of Governors	

Review Date:

This policy should be reviewed annually