

BEHAVIOUR POLICY

ESKDALE ACADEMY



2018 - 2019

Eskdale Academy

Behaviour Policy

(School's policy has been written using the DFE information for content guidance and may make reference to specific sections of the said guidance).

Date of Ratification:		Signed: <p style="text-align: right;">Ms E Killeen (HEAD TEACHER)</p> <p style="text-align: right;">Mr S A Belcher(CHAIR OF GOVERNORS)</p>
Review date:		Signed: <p style="text-align: right;">Ms E Killeen (HEAD TEACHER)</p> <p style="text-align: right;">Mr S A Belcher (CHAIR OF GOVERNORS)</p>

Safeguarding Statement

At Eskdale Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Eskdale Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Staff will report any changes in the activities or shortcomings in the documentation to the relevant manager.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show respect and support the school's authority to discipline its pupils
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- That every teacher will be good at managing and improving children's behaviour.

Governors Statement of Principles

'At Eskdale Academy, the way in which we live and work together shows everybody the values in which we believe'

School Values

- RESPECT
- HONESTY
- RESPONSIBILITY
- CARING
- AMBITION
- TOLERANCE
- TEAM WORK

Rationale

A school community is more effective when its members have a high self-esteem and respect for each other and where everyone understands and displays an accepted code of behaviour,

sharing good practice and celebrating success. This creates a positive environment for the development of self-discipline and successful and respectful relationships, enabling children to become responsible members of society. The behaviour of both children and adults has a direct effect on the quality of teaching and learning in the school. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way.

Purpose

- To create a supportive school ethos which recognises and encourages good behaviour
- To minimise the disruption to children's learning
- To establish a code of acceptable behaviour
- To develop mutual respect and successful and positive relationships between members of the whole school community
- To encourage and develop self-discipline
- To promote good behaviour rather than merely deter anti-social behaviour.
- To respect the articles of the convention relevant to the school rules. (RRSA)

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

They can also impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property. Headteachers can also decide to exclude a pupil for a fixed period to suspend or to permanently exclude them.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the school rules.

Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items

Reasonable force

Reasonable force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Restraint means to hold back physically or to bring under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff authorised to use force

All members of school staff have a legal power to use reasonable force according to Section 93, Education and Inspections Act 2006.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils.

Although staff have a 'duty of care' to all pupils, it must be stated that only in extreme cases, and where a 'team teach' trained person cannot be located, should such force be used!

'Positive Handling' trained staff are listed below:

- | | |
|----------------------|--------------------|
| • Mr Neil Voisey | Deputy Headteacher |
| • Miss S Rennie | Assistant Head |
| • Mrs Lisa McNeilly | Inclusion Team |
| • Mrs Lesley Clayton | Inclusion Team |
| • Mr Alan Piggford | KS2 Leader |

When can reasonable force be used?

In a school, force is used for two main purposes – to control pupils or to restrain them.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The list below is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- (i) remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- (ii) prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- (iii) prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- (iv) prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- (v) Restrain a pupil at risk of harming themselves through physical outbursts.

It is unlawful to use force as a punishment.

Recording Incidents

Any incident which occurs within school which involves the use of force or restraint of a pupil is recorded on cpoms and on the appropriate proforma, and retained in the behaviour file.

Allegations of abuse against staff.

Allegations of abuse against staff are taken seriously. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. (see policy on Managing Allegations of Abuse against Teachers and Other Staff Policy)

Action in Respect of False Allegations

If an allegation is determined to be false, the Headteacher will refer the matter to children's social care to determine whether the child concerned is in need of specialist services. In the rare event that an allegation is shown to have been deliberately invented or malicious, the Headteacher can temporarily or permanently exclude pupils who make false allegations.

The Approach to Behaviour Management

- Good behaviour and work is praised and recognised in a variety of ways.
- There is a hierarchy of consequences to discourage and prevent unwanted behaviour within the school
- There are school rules focusing on positive behaviour which highlight how the whole school community should behave and which all are expected to follow. Adults should refer to these rules when highlighting/praising those keeping the rules and behaving.
- A fair and consistent approach is followed to recognise good behaviour and prevent unacceptable behaviour throughout the school
- Children are encouraged and expected to reflect on their actions and look for possible alternatives where necessary. All staff will recognise efforts put in by children to improve their own behaviour.
- Activities that develop co-operation, self-esteem, respect, non-violence, peaceful conflict solving and communication are an integral aspect of the PSHCE curriculum. Children learn by example.
- Staff and children to embrace the ethos of a rights respecting school and the relevant articles.

Promoting and Rewarding Good Behaviour

Positive behaviour is re-enforced through rewards, PSHCE lessons, delivery of SEAL materials and a school policy of using a Circle Time model to explore issues.

- Staff reward children through praise, stickers/stamps, comments on work and certificates.
- Good attendance/punctuality is rewarded during celebration assembly and at the end of every half term, term and academic year by way of certificates.
- Each class has a star pupil of the week award which is given out in celebration assembly.

- At Eskdale we focus on the positive behaviour of our pupils. Each classroom displays a 'Recognition Board'. This display records the positive behaviour within the class. All

pupils who reach the 'Gold' level receive a certificate at the end of each week and a gold star on the class tracker.

- 'The Golden Book' for excellent achievement
- Miss Nelson's sports award
- Fantastic Friday each week for good behaviour
- Lunch Time Awards issued by the Lunchtime staff
- Gold Awards for 'always' children
- Whole school Celebration Assembly to be held every Friday morning.
- Golden Time to take place for the last 15 minutes of Monday, Tuesday, Wednesday and Thursday.
- Fantastic Friday to take place for 45 minutes on Friday afternoon.

Ordinary Sanctions

If pupils choose not to behave in the way we expect there is a hierarchy of consequences which are followed consistently:

1. Warning
2. Time out in classroom
3. Yellow card – time out with Inclusion Team
4. Red card/severe clause – Time out with Inclusion Team
5. Red card/severe clause X 2 Time out with Deputy or Head

Severe Sanctions

Severe clause (red card) – sent to Inclusion team or head/deputy and a phone call home. Consequences include loss of break or a supervised lunch.

Serious misbehaviour will result in the severe clause being implemented immediately.

Detention

School does not operate a detention policy as part of its overall behaviour plan.

Confiscation

School staff can search a pupil for any item banned under the school rules, if the pupil agrees.

- Head teachers and staff authorised by him/her have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. (see policy on screening, searching and confiscation)

Eskdale Academy will only confiscate items from children if:

- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff

- an item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class
- an item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom
- an item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another
- an item which is illegal for a child to have: for example, racist or pornographic material; protocols for how to deal with such items can be agreed with local police.

Confiscated items will be returned to children at the end of the school day if suitable, or given directly to parents if more appropriate.

Exclusion

Every effort will be made to seek the co-operation of parents when a child is finding it difficult to conform to the school rules and routines. However, in exceptional circumstances it may be necessary to exclude a child from the school because of their inappropriate behaviour. Only the HeadTeacher or Deputy Head Teacher in her absence, can exclude a child. Recommendations and guidelines from the LA and DCfS will be followed if a child is excluded.

Any representations about individual cases of exclusion or the policy of the school can be made directly to the Chair of Governors.

Bullying

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated at Eskdale Academy School.

What Is Bullying?

Bullying is the use of aggressive behaviour, name-calling or intimidation with the **intention of hurting another person**. Bullying results in pain and distress to the victim.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls and misuse of associated technology, i.e. camera & video facilities

Prevention

At Eskdale Academy we use a variety of methods for helping children to prevent bullying through class assemblies, Circle Time, or during PSHE and Citizenship lessons.

The ethos and working philosophy of Eskdale Academy means that all staff actively encourage children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and rewarded through our behaviour policy sheets displayed in classrooms.

Conclusion

The intention of this policy is that the whole school community is encouraged and supported to demonstrate acceptable behaviour, which includes politeness, courtesy, respect and fairness to all. Through the consistent implementation of this policy we will ensure that everybody has high expectations of behaviour at Eskdale Academy based on respect for others, self-discipline and a clear understanding of the school rules.

All proformas are available on staff shared within the behaviour folder.

Review

The governing body reviews this policy yearly. The Governors may however review the policy earlier than this, if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

BEHAVIOUR PLAN

Severe Clause

Sent to Head Teacher, parents contacted and asked to come into school

Serious misbehaviour will result in the severe clause being implemented immediately.

Remember every day pupils have a choice to start again and do better!

Pupils have a choice in how they behave

ESKDALE ACADEMY



We are going to encourage and recognise good behaviour and work by rewarding pupils who behave well. For those pupils who choose not to behave well, there will be a series of consequences. This leaflet explains how, with your help, this will be achieved. This will make Eskdale Academy a better place for everyone.

*This is the behaviour we expect in
school from all our pupils*

School rules

We listen to and follow instructions

We keep hands, feet and unkind words to ourselves

We look after equipment

We use good manners



Rewards

If pupils work hard and behave well they
will earn some of these rewards

Praise

Fantastic Friday

Stickers

Golden Book

Star Pupil

Headteachers award

Gold Card award

