



## **BEHAVIOUR POLICY**

### **INTRODUCTION**

This policy has been created with reference to Behaviour and Discipline in Schools (DfE 2014), The Education (Independent School Standards) Regulations (2014), Use of reasonable force in Schools (DfE 2013), Screening, searching and confiscation (DfE 2014), Equality Act 2010, Education Act 2011, The Schools (Specification and Disposal of Articles) Regulations 2012, Education and Inspections Act 2006, Health and Safety at Work etc. Act 1974

### **PRINCIPLES**

Thomas's Academy believe that good behaviour and good discipline are the result of consideration for others is encapsulated in the first school rule "Be Kind".

The School Values further support the development of pupils and their behaviour through the following qualities:

- Kindness
- Courtesy
- Honesty
- Respect
- Independence
- Confidence
- Leadership
- Humility

The Code of Conduct is a shared expression of expectations for pupils, staff and parents.

### **AIMS**

Our aims for behaviour in schools are that all children will:

- be tolerant and understanding of the feelings and needs of others
- develop a responsible and independent attitude towards their roles in the community
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- learn to have respect for others and to behave courteously towards them
- contribute to a safe environment
- be able to work in an orderly atmosphere
- be able to understand the role of and need for discipline as a positive part of school life

Discipline and the development of self-discipline are achieved through a co-operative process involving parents as well as teachers.

All members of the community work towards the school's aims by:

- respecting the children as individuals
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- encouraging, praising and rewarding good behaviour
- promoting a sense of belonging to the community
- providing good role models
- supporting one another

## **STRATEGIES**

All members of the school community must be made aware of and agree with the expectations of behaviour. This is achieved through staff induction and regular discussions at staff meetings, through assemblies and form time.

Parents should receive a clear explanation of the schools' ethos before they choose the school, and a description of the schools' behaviour policy at the annual syllabus evening.

Pupils are made aware that home and school are working in partnership.

## **PROCEDURES**

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of pupils at all times. Each school has its own specific systems and procedures, with a range of options and rewards to 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 pupils and any other special circumstances that affect the pupil.

However the following guidelines apply to all.

### **Rewards**

In order to foster and promote good behaviour, teachers:

- actively look for the positive
- praise, give positive feedback and reward good behaviour
- reinforce examples of correct behaviour wherever noted - in the children themselves, in books, in related incidents (news), through drama
- provide clear, consistent expectations of behaviour

### **Sanctions**

- Teachers and teaching assistants/support staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits

- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school.
- Teachers have a power to impose detention outside school hours

### **Disciplinary Guidance**

- Where necessary members of staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.
- The Head or authorised staff may search a pupil or their possessions where necessary in the interests of pupil safety. Further details can be found in the Health and Safety Manual

### **Behavioural Special Needs**

- Despite the consistent application of the strategies outlined in this policy, some children will nevertheless continue to misbehave, impacting negatively on their own learning and on that of those around them. In these circumstances it is necessary to differentiate our approach to behaviour management for these children. The Positive Behaviour Policies outlined previously should still be consistently applied for the rest of the class.
- For these children, an Individual Behaviour Contract should be drawn up by the class teacher with the pupil. The Inclusion Manager will provide support and advice at this stage, and will involve parents in the process. (See CJ for resources to be used in class)
- The IBC will be monitored and updated in much the same way as an SEND Support Plan (SSP) for pupils with more general special needs. As is the case with SEND pupils, certain lessons may have to be differentiated for pupils with an IBC, as may the teacher's responses to that child's behaviour.
- If an IBC has been consistently applied and behaviour still causing concerns, then the Inclusion Manager will seek support from outside agencies such as the Pupil Inclusion Development Service (PIDS)
- For those children whose behaviour constitutes a clear risk for themselves or others, a Behaviour Risk Plan should be completed in liaison with the Inclusion Manager to reduce these risks and to outline further support required.

### **Exclusion**

- The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School.
- Temporary or permanent exclusion is at the discretion of the Head.
- Details of the procedure are communicated in full to parents in the School's Terms and Conditions.

It is the responsibility of all staff to make themselves aware of the systems operating in their school. These systems will be revisited regularly as a staff body. Staff should read and adopt the Behaviour Guidelines document as adopted by the Academy, which is reviewed with staff every September to ensure that there is a shared understanding of standards and expectations in implementing the system.

## REPORTING AND RECORDING

A good relationship between parents and school is essential. Parents should feel welcome at the school and should have access to the teacher at the beginning and the end of the day and to the Head within 24 hours of a request for a meeting.

Reports on behaviour issues include:

- daily verbal reports
- comments in homework / reading diaries
- written reports
- e-mails
- parent/teacher evening

Teachers are committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

**See also:** [Anti-bullying Policy](#), [Code of Conduct](#), [e-safety Policy](#), [Exclusion Policy](#), [SEND Policy](#), [Restraint Policy](#)

<b>This policy will be reviewed annually</b>		
Created: September 2015	By:	Miles Chester, Headmaster
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