



Eskdale School

A place of belonging, a place of inspiration

Behaviour Policy

Eskdale School aims:

To develop as a vibrant, dynamic community committed to the principles of "Every Child Matters" so that all of our students

- are safe and healthy
- enjoy and achieve
- make a positive contribution
- experience success so that they are equipped to make their way in the world of work.

Document Status

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Reviewed

May 2017

Next Review

May 2019

Signed (Chair of Governors)

Eskdale School

Behaviour Management Policy

This Policy links with the following documents:

- Home School Agreement
- Behaviour Systems for Staff
- Handbook for staff

This policy links with the following other policies:

- Special Educational Needs
- Attendance

The Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of School life is necessary. It seeks to create a caring learning environment in Eskdale School by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Developing pupils' social, emotional and behaviour skills
- Ensuring fairness of treatment for all, including those with special educational needs, those with physical or mental health needs and looked-after pupils
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Promoting race equality
- Providing a safe environment free from disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of Eskdale School's policy and associated procedures.

Teaching and Learning

Staff will be given support in developing effective approaches to teaching and Opportunities will be provided within the curriculum for development of pupils' social, emotional and behaviour skills. This will include structured approaches in PSHCE and the tutorial programme, 'personalised' programmes of support for pupils where additional support is needed, opportunities to benefit from enhanced work related learning, and a range of informal learning.

As pupils develop during their time at Eskdale School, there will be increasing opportunities for them to act as positive role models for younger learners, and Eskdale School will encourage them to take these opportunities.

Staff will be given support in developing effective approaches to teaching and learning which will promote positive behaviour and attendance. Support may take the form of individual coaching, tailored or whole School CPD or, where appropriate, structured support with e.g. challenging groups.

Roles and Responsibilities

The Governing Body will establish, together with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils, parents/carers, is non-

discriminatory and the expectations are clear. Governors will support Eskdale School in maintaining high standards of behaviour.

The Headteacher, together with other senior staff, will be responsible for the implementation and day-to-day management of the policy and procedures. Arranging support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and the leadership team.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Head Teacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, or national origin, culture, religion, gender,, disability or sexuality. They will ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside Eskdale School, and for their attendance. They will be encouraged to work in partnership with Eskdale School to assist the School in maintaining high standards of behaviour and attendance, and will have the opportunity to raise with Eskdale School any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of Eskdale School's policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment are reported. Pupils will be given opportunities to seek and provide peer support as well as support from staff, who will be aware that pupils may become vulnerable through events such as bereavement, divorce or separation of their parents. The School Council will be responsible for reviewing annually the progress that has been made in tackling bullying.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and

fairly applied, and promote the idea of personal responsibility and that every member of Eskdale School has a responsibility towards the wider community.

Rewards

A School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups.

Sanctions

Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between sanctions applied for minor and major offences.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other School Policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly Special Educational Needs and the Home/School agreement, has been established.

Involvement of Outside Agencies

Eskdale School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are being met by utilising the range of external support.

Review

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

Behaviour Management Procedures

Policy Statement

Eskdale School's Behaviour Policy has been adopted by the Governing Body.

Eskdale School has ensured that parents/carers are fully informed of the Behaviour Policy by communicating it through Eskdale School's rules, website, newsletters and other normally used channels.

Eskdale School has communicated the Behaviour Policy to all new and existing pupils through Eskdale School's rules, website, newsletters, assemblies, and within the curriculum wherever relevant.

Eskdale School will seek to ensure that all staff are consulted regularly about the policy and its implementation.

Eskdale School has communicated the Behaviour Policy to all teaching and non-teaching staff by providing copies of the policy and through staff training sessions.

Acceptable and Unacceptable Behaviour

Eskdale School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside Eskdale School, with teachers and other school staff and with visitors or other people within/outside Eskdale School premises.

Eskdale School has identified examples of unacceptable behaviour as that which includes name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.

Eskdale School communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through Eskdale School's rules, website, Home School Agreement, assemblies, pupil noticeboards, parent newsletters and letters to parent/carers.

Eskdale School communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook, the staff training programme, staff meetings and briefings.

Recognition, Rewards and Sanctions

Eskdale School will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:

- Praise and positive feedback

- Headteacher commendations, certificates and awards, including Vivo Points
- Letters, phone calls and postcards to parents/carers.

Eskdale School will review the support available to individual pupils who may be at risk of disaffection or exclusion, including:

- Learning support
- Mentoring
- Individual education planning
- Curriculum and curriculum resources
- Teaching strategies
- Study support.

Eskdale School will implement a range of strategies to deal with inappropriate behaviour by pupils, including:

- Talking quietly with the pupil
- Reflection
- Verbal reprimand
- Report (Subject, Form Tutor or Head of Year)
- Removal from lessons
- Time Out
- Referring matters to Form Tutor, Head of Year, Heads of Department, Assistant Headteacher, Deputy Headteacher and Headteacher as appropriate
- Instituting pupil detentions as appropriate
- Withdrawal of School privileges
- Contact with parents/carers (letter or phone)
- Meetings with parents/carers
- Behaviour panel meetings
- Referral to external agencies
- Detention, including up to one hour after School
- Fixed term or permanent exclusion (See Annex 1)
- Placement at Education Outreach

Eskdale School will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Early Intervention

- Eskdale School will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews will be included within each pupil's file.
- Eskdale School will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

- Eskdale School will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- Eskdale School will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within Eskdale School.
- Parents/carers will be contacted promptly by Eskdale School and normally within two working days to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

Investigating Cases

Eskdale School will investigate, as appropriate, reported incidents of pupil misbehaviour.

Eskdale School will ensure that relevant staff receives adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

Eskdale School will provide adequate non-contact time for the conduct of investigations.

Eskdale School will notify the police and other relevant bodies of incidents where it is appropriate to do so.

Eskdale School will complete investigations within a reasonable timescale and not normally

Eskdale School will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves Eskdale School. Where an investigation finds that there is no case to be heard, the report will be held by Eskdale School but will not be kept within the pupil's file.

Developing Capacity

Training and Professional Development for all Staff

Eskdale School has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of Eskdale School.

Eskdale School reviews regularly the health, safety and welfare of all its' staff and provides for professional and personal support (including counselling and training).

Eskdale School provides relevant information and training on behaviour management matters to all groups of staff, including:

- Lunchtime supervisors
- Support staff (e.g. teaching assistants)
- Other School staff e.g. canteen staff, buildings/grounds maintenance)
- Newly qualified teachers during their formal induction period
- Supply teachers
- Class teachers
- Management/leadership group.

Eskdale School will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole School INSET and specific/tailored training.

Eskdale School undertakes annual reviews of the continuous professional development needs of all staff.

Eskdale School provides opportunities for staff to develop their knowledge and skills to such issues as:

- Implementing Eskdale School's Behaviour Policy
- Logging and recoding of incidents
- Lunchtime supervision
- Classroom management
- Educational visits
- Legislation affecting behaviour management e.g. detention, exclusion, child protection, pupil restraint)
- Pastoral support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

Clear Roles and Responsibilities

Eskdale School ensures that all staff job descriptions include appropriate reference to Eskdale School's Behaviour Policy.

The Governing Body is advised of the implications of the Behaviour Policy for their own practice, and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

Referral

Eskdale School will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils.

Eskdale School undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.

Eskdale School has established a database of the main points of referral outside Eskdale School (including pupil counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).

Eskdale School maintains appropriate records on the use of referrals, using the relevant referral forms.

Eskdale School ensures that the class teacher/form tutor has access to information about the outcome of the referral.

Resources

Eskdale School undertakes an annual review of the resources needed to ensure the effective implementation of the Behaviour Management Policy, including reviews of the following:

(i) Staffing issues:

- Staffing levels
- Staff training and development
- Provision for non-contact time
- Workload
- Health and safety

(ii) Record keeping:

- Provision of administration and record keeping systems (including the use of ICT)
- Monitoring arrangements (including the use of ICT)

(iii) Curriculum review and alternative provision:

- Alternative education provision for pupils, including the use of off-site provision (where available)
- Review of curriculum appropriateness
- Use of curriculum flexibility, including disapplication (where appropriate)

- On-site facilities wherever possible and appropriate (e.g. Time Out room, access to learning support mentoring)

Eskdale School has secured access to appropriate specialist child and family support services (where available), including:

- Prevention Services
- Healthy Child Team
- Childrens Services
- Youth Justice Team
- Drug Counselling Agencies
- Learning Mentors
- Education Outreach
- Mental Health Agencies

Eskdale School has a pastoral support programme, and has reviewed the need for mentoring, counselling and peer mediation.

Meeting Needs

Needs Assessment/Reviews

Head of Year and Inclusion Manager (SENCO), in consultation with other staff, are all able to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive.

Eskdale School provides appropriate training for all the above people responsible for the conduct of assessment reviews.

Eskdale School ensures that adequate time is given during the normal School day for the conduct of pupil assessments and reviews and for the development and implementation of the individual learning plan.

Eskdale School ensures that teachers receive adequate non-contact time to provide support to individual pupils.

Curriculum Flexibility

Eskdale School's curriculum is kept under review to ensure that it is appropriate to the needs of pupils.

Eskdale School's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

Pupil Involvement

Eskdale School encourages pupils to take responsibility for their own learning and behaviour.

Eskdale School encourages pupils to take responsibility for developing a positive behaviour culture within Eskdale School through such measures as peer mediation, involvement and strategies for self-discipline.

Eskdale School provides opportunities for pupils' positive involvement in the life of Eskdale School and community.

Parental/Carer Involvement

Eskdale School ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

Eskdale School provides opportunities to encourage parent/carers involvement and support for the Behaviour Policy.

Community Involvement

Eskdale School liaises with a range of bodies as appropriate, including the LEA, health services, police, voluntary sector and religious bodies, and Social Services.

Reviewing Effectiveness

Record Keeping

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of Eskdale School's Behaviour Policy.

Eskdale School maintains accurate records of behaviour incidents using the School's management information system.

Eskdale School has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

Eskdale School provides for the use of ICT for the logging of incidents and monitoring of trends as appropriate.

Eskdale School deploys appropriate clerical staff to undertake routine administration and record keeping.

Monitoring and Evaluation

Eskdale School monitors behaviour incidents in order to identify issues and trends.

Eskdale School makes effective use of ICT database facilities to support the implementation of its procedures.

Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

Eskdale School monitors incidents of disruptive behaviour in terms of:

- Type of incident (including racist, sexist and homophobic incidents)
- Critical days/times in the week
- Critical places within/outside Eskdale School
- Pupils involved
- Profile of pupils involved (ethnicity, gender, age, SEN)
- Timeliness of response
- Outcomes.

Eskdale School ensures that its pupil record keeping systems provide analysis of the impact of its Behaviour Policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

Eskdale School assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

Eskdale School evaluates its policy against key improvement objectives which include:

(i) Individual Measures:

- Improvement of individual behaviour
- Academic progress

(ii) Class/Learning Area/Whole-School Measures:

- General behaviour patterns
- Balance in the use of rewards and sanctions
- Staff and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time

- Effectiveness of the policy in encouraging positive behaviours.

Eskdale School provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

Eskdale School will report to parents' details of the implementation of the behaviour management programme.

Sharing Good Practice

Eskdale School shares information on good practice gleaned from:

- Reviews of individual practice
- Reviews of whole-School practice
- Reviews of practice in other schools
- Reviews of cross-phase practice
- Reviews of cross-departmental practice.

Relevant information is shared with all members of staff and the Governing Body to better inform decision-making, and to assist in meeting the educational needs of all pupils at Eskdale School.

Annex 1

Use of Exclusion

Under law, the Headteacher, Governing Body, LEA and independent appeals panel must have regard to the relevant DfES guidance when deciding:

- Whether to exclude a pupil or (where applicable) to uphold an exclusion
- The period of exclusion
- (Where applicable) whether to direct the Headteacher to reinstate an excluded pupil.

The Governing Body and Headteacher of Eskdale School are responsible for promoting good behaviour and discipline on the part of Eskdale School's pupils and for securing an orderly and safe environment for pupils and staff.

Eskdale School's response to challenging and disruptive behaviour will be made in the context of the Behaviour Policy and will encompass a range of strategies, with exclusion as one option. Eskdale School will ensure that the interests of the whole School are considered within any action taken.

Deciding whether to exclude a pupil

Only the Headteacher or, in his or her absence, a senior teacher acting with his or her authority, can exclude a pupil from School. A decision to exclude a pupil will be taken only:

- In response to serious breaches of Eskdale School's discipline policy
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in Eskdale School.

The decision to exclude a pupil is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of Eskdale School. This may include behaviour on or off School premises which is in breach of the standards of behaviour expected by Eskdale School.

Before reaching a decision to exclude either permanently or for a fixed period, The Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account Eskdale School's behaviour and equal opportunities policies and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended

- Allow the pupil to give his or her version of events and ensure that a thorough investigation has been carried out
- Check whether the incident may have been provoked, for example by racial or sexual harassment or by bullying, including homophobic bullying
- (If necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

Permanent Exclusions

Permanent exclusions will normally be used as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include;

- Where there has been serious actual or threatened violence against another pupil or member of staff
- Sexual misconduct
- Supplying an illegal drug
- Carrying an offensive weapon.

Fixed Term Exclusion

In the case of fixed term exclusions, the Headteacher may exclude a pupil for up to 45 days in any one academic year. Strategies to prevent this total being reached include placement at Education Outreach.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from Eskdale School premises for the duration of a lunchtime period. Lunchtime exclusion is treated in the same way as any other fixed period exclusion.

Reintegration

A reintegration meeting following the expiry of a fixed period exclusion will be arranged by Eskdale School prior to a pupil returning from a period of exclusion, and in the case of any pupil who has been excluded from another school. The meeting will establish a risk assessment of the pupil and identify the resources needed to

provide the necessary support to the pupil. Phased reintegration may be used if considered appropriate.

Setting Work

The Headteacher will provide an individual education plan for all pupils on roll who are excluded for a period of 15 consecutive days, which will set out:

- How the pupil's education will continue during the period of exclusion
- How the time, might be used to address the pupil's problems
- (Together with the LEA) what educational arrangements will best help with the pupil's reintegration into Eskdale School at the end of the exclusion.
Eskdale School will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LEA.

In the case of a permanently excluded pupil, the Headteacher will plan for the pupil's continued education, pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from Eskdale School roll.

Informing Parents/Carers

The Headteacher will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, Eskdale School may notify the Social Services Department and the police if, in the Headteacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.