



HEYFORD PARK  
FREE SCHOOL

BONUM COMMUNE COMMUNITATIS

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# HEYFORD PARK FREE SCHOOL

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## Behaviour Policy

April 2018

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## **HEYFORD PARK FREE SCHOOL** **BEHAVIOUR POLICY**

*This policy is a statement of the aims, principles and strategies for the most effective and efficient provision for securing high standards of behaviour from students at Heyford Park Free School. The policy is in accordance with the requirements of the Education Act 2002 and Section 88 (1 and 2) of the Education and Inspections Act 2006 (EIA). In accordance with the School Information (England) (Amendment) Regulations 2012 the policy will be published on the school website.*

*Heyford Park Free School policies are based upon the school's caring ethos which embraces the safeguarding and promotion of the welfare of our students, the emphasis on responsibilities as well as rights, and the requirement that there is equality for all (The general duty of Governing bodies to eliminate discrimination under section 149 of The Equality Act 2010).*

### **AIMS OF THE POLICY**

Heyford Park Free School has learning and achieving potential at the heart of everything it does. Positive attitudes to learning and appropriate behaviour will allow us to create a safe, secure and stimulating environment where young people are challenged and supported to be the best that they can be. Students will be expected to display a positive and determined attitude to their learning, and make behaviour choices which allow teachers to teach and all students to learn effectively and raise standards of achievement across the school. The Governing Body and staff accept this policy and seek to create an environment in the school which encourages and reinforces positive behaviour. We recognised that the ambitious vision, aims and goals at Heyford Park School will only be achieved if students attend every day, have positive relationships with the school staff, feel cared for, safe and give maximum effort when they are present. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

#### **We aim to:**

- Create an environment which encourages and reinforces good behaviour- a happy calm and safe working environment where achievement is respected and valued.
- Define acceptable standards of behaviour- clear and high expectations of students' behaviour described in our school Code of Conduct.
- Encourage consistency of response to both positive and negative behaviour- using a range of rewards and sanctions appropriately applied.
- Promote self-esteem, self-discipline and positive relationships- good working relationships where mutual respect is encouraged.
- Ensure that the school's expectations and strategies are widely known and understood- through good communication strategies.
- Encourage the involvement of both home and school in the implementation of this policy- forming an effective partnership with parents and students.
- Ensure that our school will be one where respect and tolerance is at the heart of student and teacher relationships.
- Ensure that the school will be known in the community as a well ordered environment where children learn at an accelerated pace.

Our aims reflect our commitments to developing confident and competent young adults prepared to enter further education and the world of work with the appropriate social and academic skills. We believe that our behaviour policy provides a fair, consistent and constructive framework for this development.

The policy is designed to ensure that we create a productive educational environment in which teachers are free to teach and students have optimal opportunities to learn. We aim to ensure that all of our students come to recognise that a high standard of behaviour leads to:

- Effective learning.
- High self-esteem.
- An awareness of the need for safety.
- An opportunity for individuality.
- An awareness of social and antisocial behaviour.
- Pride in ourselves and our community.

We aim to be clear about everyday expectations, responding to situations in a consistent manner. We aim to have high expectations, intervene quickly and adopt a positive approach which fosters desired behaviours and preserves self-esteem.

Our approach is founded on the principle of 'Accentuating the positive, and eliminating the negative'. To secure this we will:

- Be proactive rather than reactive. All staff will be expected to model the excellent behaviour expected of students in everything they do and ensure they are able to show the exemplary behaviour expected of them.
- Give meaningful rewards to students for hard work and good choices so they taste the confidence of success and want to repeat it.
- Be relentless, robust and consistent in securing the highest standards of behaviour from all students. Allowing poor behaviour to perpetuate is wrong for the school and for the student.
- Forge strong positive relationships that students find rewarding in the certain knowledge that any child who has been through school without experiencing a worthwhile relationship with at least one member of staff has really not been at school.

Good behaviour will be rewarded in a range of ways. We recognise, however, that sometimes students let themselves down and we will use carefully measured sanctions to reinforce our high expectations of them. These will be applied fairly, consistently and transparently: part of the process being to ensure that students understand the reason for the sanction and how to avoid making the same mistake in future. We recognise that there are many reasons for poor behaviour. We aim to identify what might be causing poor behaviour and then put systems into place that reduce the risk of this happening again by putting in place early support. Unacceptable behaviour will be dealt with through the Consequences Model described later in this document.

## **ROLES AND RESPONSIBILITIES**

### **The Principal and Senior Leadership Team will:**

- Be accountable for the behaviour of students within the school and for the delivery of this policy.
- Promote and implement the policy.
- Manage the day-to-day procedures associated with this policy.
- Support the staff who are faced with challenging student behaviour.
- Make clear to students how acceptable standards of behaviour can be achieved.
- Model excellent behaviour and excellent behaviour management practice.
- Provide training for staff and students to support the implementation of the policy.
- Review the policy and monitor its implementation, reporting the findings to the Governing Body.

**Students will:**

- Take responsibility for their own behaviour and sign the Home School Agreement (see Appendix 1) and the school's Code of Conduct (see Appendix 2)
- Show responsibility by not supporting incidents of disruptive and poor behaviour
- Take responsibility for reporting incidents of violence or bullying.
- Be focused and help themselves and others to learn.
- Recognise that everyone has the right to learn and succeed.

**Parents will:**

- Take responsibility for the child's behaviour, both inside and outside the school and sign the Home School Agreement.
- Work in partnership with the school to encourage good behaviour
- Reward good behaviour and apply sanctions for inappropriate behaviour.
- Promote courtesy, cooperation, and consideration for other learners and members of the community.
- Attend meetings with teachers to discuss their child when necessary.
- Make clear to the child what is not acceptable.
- Support the school's policy on rewards and sanctions.

**Teachers and support staff will:**

- Treat all children fairly and consistently.
- Expect high standards of work and behaviour.
- Recognise, acknowledge, praise and reward good work and behaviour.
- Take action when poor work or behaviour is encountered.
- Follow the defined rewards and sanctions policy without exception.
- Work in partnership with parents and other staff to achieve good behaviour.
- Participate in professional development with regard to this policy as appropriate and relevant.
- Model excellent behaviour
- Be fair but firm in their approach to discipline ensuring, by being explicit, that students know that their actions are rooted in concern and care for them.
- Give students advice on how to behave acceptably and to modify poor behaviour.
- Give students advice on how to support others in generating good behaviour
- Give students time to discuss their feelings, offering support and guidance.

**The SENCO will:**

- Co-ordinate assessment, support and IEPs for children with emotional and behavioural needs in accordance with the SEN Code of Practice.
- Respond to referrals of children requiring behaviour support.
- Work in partnership with parents, teachers and appropriate others to co-ordinate meetings and communication regarding behavioural problems.
- Liaise with relevant external agencies.
- Report to the Governing Body, as appropriate and when required.

**The Governing Body will:**

- Hold the Principal and school leaders to account for the successful implementation of the behaviour policy by providing appropriate challenge to meet their statutory responsibilities in accordance with Section 88(2) of the Education and Inspections Act 2006.
- Support the Principal in maintaining high standards of behaviour.
- Communicate to students and parents their expectations for good behaviour.
- Monitor exclusions, suspensions and the effectiveness of the policy annually.
- Provide a panel to consider exclusions.

- Ensure that appropriate arrangements are in place to support students with behavioural difficulties.

## **STANDARDS OF BEHAVIOUR**

In seeking to define the acceptable standards of behaviour, we acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Heyford Park School we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **Acceptable Behaviour is:**

- Behaviour which demonstrates cooperation with, and consideration for, other students with regard to their learning and of relationships with other students within classrooms and within the school and within the community.
- Behaviour which demonstrates courtesy towards teachers, other school staff, visitors and other students.

### **Unacceptable Behaviour is:**

- Behaviour which includes: failure to comply with instructions, name-calling, verbal-abuse, threatening language, aggression or intimidation, physical abuse, harassment, including racist, sexist and homophobic abuse and bullying.
- Behaviour which denies other students' right to learn.

These standards are summarised in the following Classroom Expectations for students:

# Expectations



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1	I follow the instructions of school staff straight away.
2	I use kind hands, kind feet and kind words to everybody.
3	I show whoever is teaching me that I am ready to learn.
4	I move around the school quietly and respectfully.
5	I listen respectfully to adults and other children.
6	I speak to others politely and respectfully at all times.
7	I take responsibility for my learning, always try my best and take pride in my work.
8	I concentrate on my own learning and help others concentrate on theirs.
9	I wear my uniform correctly and with pride at all times.

**“The best never rest.”**

"I aspire to maintain an inquiring mind, a calm disposition and an attentive ear so that in this class and in all my classes I can fulfill my true potential."



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## OUR EXPECTATIONS

- 1 I am on time for lessons and am ready to learn.
- 2 I sit in my set seat and remain in my seat, unless directed otherwise by a member of staff.
- 3 I listen quietly and respectfully to the teacher when they are talking and to other students when they are talking about their learning.
- 4 I speak to others politely and respectfully at all times.
- 5 I work hard to produce the work I have been asked to and I allow others to learn effectively.
- 6 I take pride in my work and present it neatly.
- 7 I work quietly during 'silent time' and only engage in 'talk for learning'.
- 8 I do as members of staff ask me on the first time of asking. If I am given a warning, I accept it without arguing.
- 9 I wear my school uniform correctly and with pride at all times.

### SEE IT, HEAR IT, LOSE IT

Turn off and put away all electronic devices (phones, iPods, earphones, MP3 players etc.) before entering the school grounds at the beginning of the day. If a member of staff sees or hears an electronic device it will be confiscated



**Learning:**

- All students and staff have the right to be able to work in an atmosphere that is conducive to good learning

**As a school community we cannot accept:**

- Refusal to co-operate.
- Offensive language towards students or staff.
- Aggressive or bullying behaviour.
- Any illegal substances, i.e., alcohol, tobacco or drugs in the school.
- Knives or other offensive weapons.

**The school's appearance is important to us so:**

- Students should show a pride in our school environment.
- School property, books or equipment should be kept graffiti-free.
- School property or the property of others should be respected.
- Chewing gum should not be used in the school.

**FACTORS IMPACTING ON STUDENT BEHAVIOUR**

We recognise that the following factors have a significant impact on our students' behaviour:

- The Heyford Park ethos.
- The quality of the curriculum.
- The effectiveness of classroom management.
- A positive classroom ethos.
- The effectiveness of pastoral care arrangements.
- The effective management of the school day.
- The self- esteem of our students.

**The Heyford Park Ethos**

The adults encountered by the students at Heyford Park Free School have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the students.

All adults working for the school with endeavour to ensure that they:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

**The quality of the Curriculum and Learning**

We recognise that any behaviour policy is only as good as the curriculum that surrounds it: no matter how good the policy may appear on paper it cannot compensate for deficits in the curriculum. We believe that the Heyford Park provision of a challenging and exciting curriculum which interests and motivates our students will foster excellent standards of behaviour.

Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.



We will endeavour to ensure that we:

- Plan and review the curriculum to ensure that it is delivered in a differentiated manner to meet the varying needs of each and every child in the school;
- Employ varying teaching approaches and styles;
- Develop our curriculum framework in an innovative way with aim of engaging the children's interest and make their work exciting and challenging;
- Ensure that every child experiences success and develops high self-esteem;

### **Effective Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

We will endeavour to ensure that:

- Classrooms are organised to develop independence and personal initiative.
- We arrange furniture to provide an environment conducive to on-task behaviour.
- We use displays to help develop self-esteem through demonstrating the value of every individual's contribution.
- Overall the classroom provides a welcoming environment.

### **Positive classroom ethos**

Positive learning in the classroom means that students constantly strive to show a positive and willing approach to their learning, and are encouraged to develop patterns of behaviour that will help their learning. It involves recognition of the fact that learning is not always easy, and that as the level of challenge increases, so should the determination to succeed.

We will endeavour to ensure that:

- Whenever possible we use the language of 'choice' with students, to defuse and depersonalise potential conflict, and to emphasise that with the right choices, difficult situations can be retrieved and the focus on learning can be maintained.
- We create a climate of positive learning and encourage students to develop and show: Respect, Resourcefulness and Reflectiveness.

Respect- this will be fulfilled by ensuring that students listen when the teacher or another student is speaking, and by expecting students to be courteous, even when they may disagree with what is being said. Students will be expected to show respect towards the school environment, and the belongings of other people. They will also help to maintain their self-respect, by never descending into loud, aggressive or thoughtless behaviour, and to be able to honestly say that they have done their best.

Resourcefulness- this will be fulfilled by ensuring that students are encouraged to put time and effort into our learning, not being put off by difficulties, and by being determined to succeed, even if we have to find new ways of doing things.

Reflectiveness- this will be fulfilled by encouraging students to think about their learning, take on new ideas, and by always being willing to consider: 'how could I have done this better?'

### **Effective pastoral care**

We recognise that poor behaviour often stems from personal problems or difficulties at home and that it is important, therefore, to be sensitive to reasons for negative behaviour and to build upon a good pastoral care system within the school.

We will endeavour to ensure that:

- Each student is able to form a stable relationship with his/her current teacher and to feel confident that that person is genuinely interested in his/her progress and future.

### **Effective management of the school day**

Effective management of the school day helps provide a predictable and secure environment for the students which increases their sense of belonging and reduces uncertainty.

We will endeavour to ensure that:

- All areas of the school are properly supervised at the beginning and end of school as well as during break times and lunch times in order to encourage a calm and safe atmosphere.
- Teachers and other staff carry out break duties as designated.
- Lunchtime supervisors are employed to adequately supervise lunchtime activities and that they understand and are part of the behaviour management strategy of the school.
- We provide clear signals indicating movement around the school.
- Teachers formally receive and dismiss children, provide them with adequate supervision at all times and establish routines.
- We encourage all in the school to make respectful, supportive and cheerful personal contact with one another to help create a positive daily experience.

### **The self-esteem of our students**

We recognise that enhancing the self-esteem of children is a key factor in the promotion of more positive relationships, learning and behaviour within the classroom. The ability of our students to behave and learn well is affected by how they perceive themselves and this personal self-image is in turn influenced by all the positive or negative comments and responses of the people around them.

We will endeavour to ensure that:

- We treat all of our students with sensitivity, sympathy, and empathy in the belief that these positive attitudes will also rub off in their relationships with others.
- The curriculum is seen as an instrument in enhancing children's self-esteem.
- We teach social skills in a conscious, systematic, way and provide opportunities for discussion and role play to help to combat feelings of inadequacy.
- We give full acknowledgment to our students' successes.

### **REWARDS AND SANCTIONS**

We recognise that good standards of behaviour are encouraged through the consistent application of a balanced combination of rewards and sanctions. We aim to build a culture of success by 'catching our students being good' at every opportunity. Any sanction we apply will be with the expectation that it will support future success.

#### **Rewards**

We recognise that it is important that praise and rewards should have a considerable emphasis within the school. Praise will be given much more often than criticism. Staff will aim to create a positive environment in which children develop a clear understanding and awareness of what is required.

We recognise that it is important to:

- Develop a consistent pattern of rewards which is known, understood and agreed by all to support the Code of Conduct.
- Develop and maintain consistency in the application of our rewards system.
- Distinguish between informal rewards (such as giving praise for appropriate behaviour in and out of the classroom) and formal rewards such as sending positive emails and postcards home and certificates in assemblies.

- Draw up a list of rewards which are appropriate to the age group of the students, both formal and informal, in order to secure consistency.

Rewards will take the form of:

- Regular verbal praise of good behaviour, in and out of the classroom, and work. As appropriate this will be drawn to the attention of the whole class.
- HOUSE POINTS: Students can earn green counters which can be put in their house jar in Reception area and are a visual sign of House success. This helps create a friendly but competitive drive toward collective individual House success.
- Use of stickers & stamps in books. Placing stickers on children to celebrate good choices and progress to motivated children.
- In Secondary being invited on the end of Term Reward trip having fulfilled the criteria for it.
- In Secondary good conduct letters/postcards sent to parents.
- Celebrations in assemblies – presenting certificates in Primary.

### **Sanctions**

We recognise that an appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. We acknowledge that it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction, which is designed to humiliate a student or students.

We recognise that students have a right to expect fair and consistently applied sanctions for poor behaviour and which makes a clear distinction between serious and minor breaches of the Code of Conduct.

### **Sanctions for Unacceptable Behaviour in the Classroom:**

The majority of poor behaviour which should be dealt with by teachers is low level disruption. Students will be encouraged to be aware of their personal choices and responsibility for their actions. Staff will use positive strategies to avoid a further incident before giving another consequence.

We give students an opportunity to change their behaviour by letting them know we are concerned in a calm way (eye contact/quiet word, or an agreed sign). We look for reasons to encourage the students positively but continue to let them know we are keeping an eye on them.

When there is unacceptable behaviour in the classroom, staff in secondary are required to use the following Consequences Model:

- Warning one
  - One expectation not met. Name on board no sanction
- Warning two
  - Second expectation not met. Option for class teacher to set lunchtime detention Maximum 30 minutes.
- Warning three
  - Third expectation not met. A one hour after school detention is set the following day. If not completed this becomes a two-hour detention on Friday.
  - Sanctions for these first **THREE warnings** are described on our Sanction Stages ladder.
- Warning four
  - Fourth expectation not met. Student is removed from the lesson, and first called to another lesson. They will sit a one-hour detention and receive a phone call home to discuss their behaviour.
- Primary staff use the class Ladder tier system as explained in Appendix A.

### **Serious breaches of the school's Code of Conduct**

Serious offences which breach the school Code of Conduct, whether they occur inside or outside of the classroom or outside the school and relate to the school day will be sanctioned according to Stages 4 – 6 of our Sanction Stages ladder.

### **Internal exclusion (Student Inclusion)**

This involves the student being isolated from other students in school during the school day and can be for a maximum of 5 days (secondary). Details of the Student Inclusion procedure are given in Appendix B.

### **External exclusions**

These can be for a fixed number of days (up to a maximum of 45 days in a school year). During the first 5 days of any exclusion work will be set by the student's teachers and the student will be required to complete the work. The student will be expected to be kept at home and not be in a public place. From the sixth day onwards of the exclusion the school will make alternative arrangements for education which may entail attending another establishment to receive education. Some exclusion may be permanent (see below). On occasions, it might be necessary for a fixed term exclusion to be converted to a permanent exclusion but the reasons for this will be made clear to the parents and will be informed by school policy, the governing body and advice from the Local Authority and the Secretary of State's guidance.

### **Permanent Exclusion**

A decision to exclude a student permanently is a serious one and is used only in exceptional circumstances. It may be used after a range of other strategies, and using a range of staff and agencies have been used without success when managing a range of seriously disruptive, defiant or dangerous behaviour. It may also be used for a first or 'one off' offence. Government guidance offers the following behaviour as examples of where such decisions might be taken although these examples are not exhaustive:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault of a student or a member of staff.
- Supplying an illegal drug whilst under the jurisdiction of the Principal.
- Carrying an offensive weapon.
- Serious misuse and abuse of school resources.
- Serious disrespect towards staff.
- Persistent disruptive behaviour

For any formal exclusion parents may write to the Chairman of Governors to make representations. For short term exclusions of 5 days or fewer, the Principal's decision is final and there is no appeal. For longer exclusions, parents may make oral representations to the Governing Body, which must then decide whether or not to approve the Principal's decision. For permanent exclusions only, parents have the further right of independent appeal.

### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents as these are crucial in promoting and maintaining high standards of behaviour. Before enrolling their child, parents will read and sign the Home School Agreement. This will ensure that there is complete clarity around routines and expectations of parents before students begin at our school.

We recognise that a positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Parents will automatically be contacted if any students go beyond the level of classroom sanction but could also be contacted by a teacher for general worries.

## **MONITORING AND EVALUATING SUCCESS**

Our success in implementing this Behaviour Policy and the provision we make is measured by:

- Monitoring the quality of social relationships in the school, at all levels, as part of the evaluation of the main aims of the school.
- Monitoring the number of...
  - Recorded warnings.
  - Reflection time (Primary)
  - Monitoring face to face contact with parents regarding their child's behaviour (Primary)
  - Record on Integris of incidents, showing history of sanctions and behaviours. (Primary)
  - Teacher sanctioned and SLT sanctioned detentions.
  - Internal exclusions (Student Inclusions).
  - External exclusions.
  - Reported incident of bullying.
  - Reported incidents involving a racial or homophobic dimension.
  - Children with Individual Behaviour Support Plans.
- A sampling of children across the school to evaluate the use of rewards.
- A sample of comments on children's work.
- **In Secondary all detentions and exclusions are entered by staff on our Integris computer system so there is a clear history of what sanctions individual students have accrued.**

## **THE LEGAL FRAMEWORK**

### **Equality Act 2010**

The Equality Duty (2010) has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Heyford Park School fully supports the principle of equal opportunities and opposes all forms of unlawful or unfair discrimination. No one shall receive less favourable treatment because of disability as defined in the Equality Act 2010 (which replaces the Disability Discrimination Act 1995).

### **Screening and searching**

Where appropriate the school will use its legal powers to search students if it is believed that they have on their person any of the items indicated below:

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Tobacco and cigarette papers, fireworks and pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property.
- Any item banned by the school Code of Conduct which has been identified in the rules as an item which may be searched for.

Searching students will only be undertaken by the Principal or by a member of staff authorised by the Principal. In most circumstances the person undertaking the search will be the same sex as the student being searched; and there will be a witness (also a staff member) and, if at all possible, they will be the same sex as the student being searched.

There is a limited exception to this rule. We may carry out a search of a student of the opposite sex to the person undertaking the search without a witness present, but only where we reasonably believe that there is a risk that serious harm will be caused to a person if we do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

*Link to Screening, Searching and Confiscation (advice for head teachers, staff and governing bodies)*

<http://www.education.gov.uk/schools/studentssupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

### **The power to use reasonable force**

Reasonable force will be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. We will only use reasonable force in last resort circumstances in order to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

*Link to Use of Reasonable Force (advice for head teachers, staff and governing bodies)*

<http://www.education.gov.uk/schools/studentssupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The school will use the Consequences Model to apply sanctions in relation to any unacceptable behaviour when the student is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a student at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public or could adversely affect the reputation of the school.

### **COMPLAINTS**

Any complaints regarding this Behaviour Policy or its implementation should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to make an appointment to meet with the Principal.

## **LINKS TO OTHER POLICIES**

This policy focuses on the behaviour of students but it should be read in association with other school policies and guidelines, for example in relation to policy statements for:

- The Curriculum
- Teaching and Learning
- Special Educational Needs
- Anti-bullying
- Pastoral Care
- Attendance
- Home School Agreement.

## **PROCEDURES FOR MONITORING AND REVIEWING THIS POLICY**

This policy was adopted by the Governing Body prior to school opening September 2013.

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth, or annually whichever is sooner.

**To be reviewed before the end of the Academic Year 2018-19**



## Appendix A: Rewards and sanctions particular to EYFS and Key Stage 1

'Reach for the Stars' is a behaviour system that encourages good behaviour and effective communication between the school and parents. The younger children are able to relate easily to the weather symbols. 'Reach for the Stars' is a five tier strategy that is used in Reception, Yr.1 and Yr. 2.

- The children begin each day with their individual name tag on the middle tier - a cloud and sun. This is where they are when achieving the behavioural expectations of the class.
- They then have the choice throughout the day to display excellent behaviour - propelling them on to the next layer that of the sun symbol and then again onto the exceptional top layer, the symbol of the star.
- If a child reaches the star in the day, this may be celebrated with a class voucher, a house point or a dojo – classes have different rewards to use within their class.

### Key Stage 2

- Children in KS2 follow a similar tier strategy as EYFS & KS1 however they begin their day on 'Ready to Learn,' they then can progress to 'Good' and then to 'Outstanding.' This occurs when a child displays positive behaviours in their attitude to learning as well as progress.

### Achievement

- An achiever of the week is awarded a certificate every week from each class for outstanding contributions in their work and effort at Friday's assembly.
- Value of the week certificates are awarded to one child at the end of each week from each class who has displayed the chosen value of the week, the value was introduced on Monday's assembly.
- The names of the children are recorded in the weekly newsletter to be celebrated with family and friends.
- The Wall of Fame board displays work from a member of each class showing progress and development for that child – this is updated fortnightly.

### Sanctions

- The five-tier behaviour strategy used in each class is also used for the times when children display behaviour not in-line with the class expectations.
- If after a warning, the child persists in displaying behaviour such as disrupting other children or calling out they will be positioned on the layer of the 'grey cloud' (KS1) or slow down (KS2). If this behaviour occurs again the child will proceed to the 'stormy cloud' layer (KS1) or take time to think (KS2), and then to parent contact in the KS2 where class teachers will speak to a parent at the end of the day.
- The positive aspect of the class ladder system is that the children always have the opportunity to take themselves off the bottom layers by displaying behaviour that is expected and move up to change their day around and make good choices.
- The children also understand that each day is a new beginning as they always start on the middle layer.
- Teachers will keep a record of recurring disruptive behaviour and will discuss their concerns with parents and with the Senior Leadership Team
- If the behaviour is of a more serious nature, then a private reprimand expressing disapproval of the behaviour (not the child) will be given.
- Children who display aggressive behaviour such as hitting peers or adults will have the opportunity to take time out of class in Reflection for up to half an hour with an adult where the child has time to calm down and self-regulate before returning to class. Parents will be informed if their child has needed time out of class to reflect on his/her behaviour.

## Work

The focus should always be placed on work effort. The child will always be encouraged to 'try their hardest'.

## Appendix B: Procedures for Student Inclusion

It is the school's aim to pursue a variety of strategies that will enable our students to access their right to an education. For those children who exhibit persistent and unacceptable levels of behaviour within the classroom, individual plans of action (Individual Behaviour Support Plans) will be implemented to meet their needs. The school recognises that children who demonstrate anti-social practices within the school are vulnerable and may be at risk if their educational and social needs are not supported.

### Rationale

Inclusion is one of the strategies we use to help students access their education; it serves as a replacement to an exclusion from school. A period of inclusion will be arranged through a process of negotiation between home and school. It is viewed as a short-term measure (maximum 5 days) to give the child some time-out from the classroom and usual school routine. Staff will work closely with the student to ensure a smooth reintegration back into class. Once referred on to an inclusion, non-attendance for any reason will not count towards placement time; the agreed duration for an inclusion period will continue to stand.

It is not envisaged that inclusion will be used regularly for any one child, as this would reduce the effectiveness of the strategy.

### Referral Process for Inclusion

- Following a serious breach of the school's Expectations, which has a majority staff consensus in favour of inclusion, (this will involve the staff involved in the incident, the Principal and the SENCO), a meeting will take place to agree on an appropriate duration of inclusion period and assigned mentor to the student.
- The student's parents will be invited in for a meeting to discuss the incident and inform them of the inclusion process. Reintegration strategies will be discussed and a date of return to class will be agreed. It is expected that other avenues to support the child and the family should be pursued if necessary and with family consent, e.g. drawing up an Individual Behaviour Support Plan, IEP, or referral/s to other support agencies, individually or as a Common Assessment Framework (CAF).
- An 'Inclusion Home/School Agreement' (See Appendix B) outlining the details of the inclusion period will be forwarded to the child's family for signature and further copies will be kept in the student's file). Minutes of discussion points/actions to take, will also be confirmed in writing to the family (additional copies to be held in school files).
- The Principal will be notified of any periods of inclusion.
- In Primary the child will have time out of class in 'Reflection' the length of time out of class in that day will be arranged with the parents, this can be up to half a day or a full day for more serious incidents.
- In Secondary a student who is to undergo inclusion will attend school at the later time of 8:00am and finish at 5:00pm. It is expected that a family member will escort their child to and from school.
- The child will access the curriculum and have a structured daily routine under close supervision of a behaviour mentor/TA. Statemented students will have the benefit of working with their assigned teaching assistant.
- Work tasks will be arranged by the class teacher in order that the student does not fall behind in their academic work.

- All free-time periods will be spent in the PCD and/or on the school grounds, with adult supervision. There will be minimum contact with other students during an inclusion period.
- Parents/guardians may be invited to sit in on an inclusion with their child if there is a failure by the student to follow the school's code of conduct; this sanction will only be withdrawn when the behaviour of the student meets school expectations.
- Where possible, the assigned behaviour mentor will accompany the student back into the classroom for reintegration, with a gradual withdrawal of support. If a mentor is unavailable then a classroom teaching assistant should be used for support, if available.
- Students beginning inclusion/reintegration will be closely monitored via Report Form or Home/School diary, which will be completed by the appropriate member of staff and home. Monitoring of student progress will be reviewed by the class teacher. The results of the Report Form or diary will contribute information towards a revised Individual Behaviour Support Plan and/or IEP.
- Throughout the placement, the student will engage in a re-tracking programme with their assigned behaviour mentor, if not already doing so. Appropriate classroom/playground-based targets will be set.
- Parents will be advised of all arrangements throughout the process of inclusion and re-tracking.
- Where a child is persistently breaching the school's Code of Conduct, and it is in the majority agreement that an inclusion is not having a desirable effect, a Strategy Plan Meeting will be arranged to consider the next step of action; this may lead to a managed move or as a last resort measure, a fixed/permanent exclusion.

NB: Sending a child home will be based on all factual information held by relevant staff members upon the needs of the child and the family; this is particularly pertinent in light of child protection issues. The decision to send a child home will be on the authorisation of the Principal.

## Secondary Home/School Inclusion Agreement

Student

Name: ..... Class: .....

....

Teacher: .....

Behaviour Mentor: .....

Additional Support Staff: .....

Period of inclusion: .....

### **Home Agreement**

I agree that ..... (student name), will attend his/her inclusion period punctually at 9.00am and will leave the school site at 3.00pm. He/she will be under the supervision of a member of staff throughout the school day including breaks/lunchtimes. He/she will follow the school's Code of Conduct and, in particular will:

- be required to work quietly and sensibly;
- respect the right of others in accessing their work;
- use appropriate language in communication with others;
- ask permission from an adult if they wish to access other areas of the school site;
- comply with adult requests on a first time request.

If my child is unable to meet these requirements, then I will be willing to sit with him/her if requested by the Principal.

### **School Agreement**

School staff will ensure that ..... will be supported to access his/her education with an appropriate level of support. He/she will be treated with respect and fairness throughout the duration of the inclusion period. Staff will work cooperatively with him/her to ensure that the intended aim is for a successful reintegration back into class.

Signed: ..... Parent/Guardian

Signed: ..... Student

Signed: ..... Behaviour Mentor

Signed: ..... Principal

Dated: .....

## Appendix 1: Home-School Agreement – Heyford Park Free School

At Heyford Park Free School we aim to know every one of our students well, providing an environment that not only allows them to achieve what they are truly capable of, but also equips them with excellent academic qualifications and a ‘can do’ attitude.

To achieve this goal, we will work together with students and parents to ensure all students engage fully with our curriculum, including the enrichment curriculum. We are confident that by strengthening the close links between students and staff, parents, governors, and members of the community we can produce well rounded, positive and caring young people who will go on to play responsible and valuable roles in society.

### Students will:

- attend school, arrive on time and be prepared to work;
- wear uniform properly and preferably with pride;
- conform to the Code of Conduct, and Behaviour Policy;
- complete work to deadlines;
- work to a standard reflecting their ability;
- participate in a range of activities outside the classroom.

### Parents will:

- ensure their children attend school, are punctual and prepared for work;
- inform the School about reasons for absence;
- provide school uniform and monitor appearance;
- support the school in its application of the Code of Conduct and Behaviour Policy;
- encourage their children to do homework and check homework diaries regularly;
- keep the school informed about any pastoral or academic concerns;
- attend consultations with the staff.

### The School will:

- provide a well ordered and safe environment where learning can take place;
- offer a balanced curriculum which will provide access to the next most appropriate stage of education or employment;
- set and, where appropriate, mark completed tasks;
- provide appropriate feedback to students;
- praise achievement and effort;
- recognise and address individual needs;
- expect the highest standards of work and behaviour;
- keep parents informed regularly about progress and other matters of concern;
- offer opportunities to participate in activities beyond the curriculum, including the chance to develop self-discipline and to take responsibility for others;
- welcome parental feedback and involvement.

**P Silver**  
Chair of Governors

**K Healey**  
Principal

Signed by Student: .....

Date: .....

Signed by Parent(s): .....

Date: .....

Student's Name: .....

## **Appendix 2: Heyford Park Free School Code of Conduct for Secondary Students**

### **Introduction**

Heyford Park Free School sets out to maintain a school atmosphere of purposeful yet relaxed good order, as a necessary framework for the academic success of its students and their all-round development. The basis of such a climate is courtesy, consideration and respect for others.

### **Rewards**

The school recognises and celebrates good conduct and achievement in a number of ways: by spoken praise, written comments, marks and grades, reports, displaying work, positions of responsibility, referral, assembly notices, news articles and press releases.

The main method of reward is the merit system. Merits are awarded to students in Years 7-11 by teachers for excellent work in the classroom, helpfulness round the school or other contributions to the life of the school community. Certificates of Principal's Commendation are awarded in Assembly to students at various milestones: Bronze Award (30 merits), Silver (60), Gold (100), Platinum (150) and Diamond (250). Commendation totals count towards the annual House competition.

Further recognition of success is made through granting positions of responsibility to students and through the distribution of prizes at the annual prize-giving in the summer term. There are a number of prizes for general contributions to the life of the school as well as for academic success.

### **Sanctions**

A range of sanctions is available to encourage good behaviour and deal with any misbehaviour. These include verbal reprimand, extra work, loss of access rights to the computer network, imposition of a task, community service, lunch-time detention, after-school detention, withdrawal from lessons, and exclusion (fixed-term or permanent) from school. Sanctions imposed will be appropriate to the nature and relative seriousness of the offence. Parents will be informed if a pupil's behaviour is a cause for concern. The homework planner in Years 7-11 includes a page giving details of any detentions set. In the event of repeated misconduct, a student can expect an escalation of sanctions.

### **Within the jurisdiction of the School**

The Code of Conduct applies whenever students are 'within the jurisdiction of the school'. This applies to the school day, including breaks and lunchtime and also to school trips, matches and other events. In addition, when students are on the way to and from school they are 'within the jurisdiction of the school'. This includes, for example, students travelling on contract buses and other forms of public transport.

### **Exclusion**

Offences liable to result in exclusion from school are those defined as 'serious offences' in the Code of Conduct. Exclusion may be fixed-term or permanent, depending on circumstances. Repeated misconduct of a less serious kind may lead to exclusion. Students excluded for a fixed-term are liable to permanent exclusion if they reoffend. If students commit a serious criminal offence outside the jurisdiction of the school, they will be liable to exclusion.

**For some serious offences, permanent exclusion may be the appropriate first course of action, even for a first offence. For example, any pupil who brings an offensive weapon into school or is knowingly involved with an illegal drug or legal 'high', for instance by using, smoking, possessing, supplying or offering to supply it, either in school or within the jurisdiction of school, is likely to be excluded permanently.**



## **Academic**

*Creating conditions conducive to effective teaching and learning, good study habits and exam success:*

1. Students should be attentive in class, concentrate on the work and follow the teacher's instructions.
2. Students should be punctual for all registrations, lessons and engagements. If they are late they should apologise to the teacher and explain why.
3. Set work should be fully completed, neatly presented and handed in on time.
4. Plagiarism (the unauthorised use or close imitation of the language of another writer) and other forms of cheating are unacceptable. Such cheating at public examination level is likely to have serious consequences for a candidate (e.g. removal by the Examination Board from all examinations being sat).
5. Books, equipment and other materials should be properly cared for and all requisite books and equipment brought to lessons.
6. Culpable failure to meet academic standards may lead to a pupil's loss of privileges, detention or exclusion from the school.
7. Students in Years 7-11 should enter details of all homework set in their homework planner and ask their parent to sign the planner each week.
8. If students have an engagement which will lead them to miss a lesson (e.g. a music lesson or sports fixture), it is their duty to inform the teacher whenever possible and do the work at some other time.

## **Behaviour**

*Acting with courtesy and consideration towards others and behaving sensibly and responsibly:*

1. Students should pay particular attention to their behaviour and appearance when in school, on the way to and from school and when representing the school.
2. Smoking and the possession of smoking materials are forbidden on the school premises, near the school and on the way to and from the school.
3. All school employees and visitors should be treated with respect and courtesy.
4. Good manners are expected of all students in public spaces and in queues.
5. Students in Years 7-11 may not normally eat or drink in classrooms or corridors, unless with the permission of a teacher while attending a lunchtime club or meeting.
6. Personal music players may not be used during registration or lessons (except when required by a teacher e.g. in a Modern Languages lesson).
7. Buying and selling goods, and any form of betting and gambling are not allowed.
8. Mobile phones and devices must be turned off during registration, lessons and when travelling to and from lessons. Misuse of a phone or device will lead to confiscation.
9. No pupil should enter the school buildings until 7:30 am and students in Years 7 to 9 should not be in the school buildings at lunchtime unless they are attending an authorised activity or 'wet lunchtime' arrangements are in force.
10. Public displays of affection (e.g. physical contact between students) are considered inappropriate.
11. All students should be aware of and follow the Acceptable Use Policy for the use of the ICT network.

The following are **serious offences**:

12. Bullying, as defined in the school's Anti-Bullying Policy, is a **serious offence**.
13. Discrimination or harassment on the basis of disability, sex, physical appearance, race, religion or sexuality is a **serious offence**.
14. Verbal abuse of a teacher, member of staff or visitor is a **serious offence**.
15. Actual or threatened physical violence is a **serious offence**.
16. Immoral, indecent or delinquent conduct is a **serious offence**.

17. Seriously disruptive behaviour or disruptive behaviour over a period of time is a **serious offence**.
18. Abuse or defiance towards a member of staff or visitor is a **serious offence**.
19. The possession, downloading or circulation of pornographic material is a **serious offence** (this includes material held on a mobile phone or device, USB pen etc.).
20. The publication or circulation (e.g. by text, e-mail, Twitter, Facebook) of defamatory or offensive material about another pupil, member of staff or governor is a **serious offence**.
21. Any involvement with an illegal drug, or so-called legal 'high', for instance using, smoking, possessing, supplying or offering to supply an illegal drug or legal 'high', is forbidden. These are **serious offences**.
22. The possession or use of alcohol is forbidden at all times when a student is within the jurisdiction of the school. This includes educational visits and trips, whether day trips or residential. Any misconduct relating to the use of alcohol is a **serious offence**.
23. Behaviour likely to bring the name of the school into disrepute, even if occurring outside the school's jurisdiction, is a **serious offence**. This includes posting material on the internet (e.g. on Facebook or Twitter).
24. The possession of an offensive weapon (e.g. knife or firearm) is a **serious offence**. This includes replica guns and penknives.

## **Dress and Appearance**

### *Creating a sense of belonging and promoting the school's identity:*

1. It is the responsibility of students to see that they are well-groomed and neatly and appropriately dressed at all times. Students must be clean-shaven. Beards, moustaches and sideburns below the bottom of the ears are not acceptable.
2. Uniform lists indicate what is official school dress. This should be worn at school, on the way to and from school and when representing the school. If a situation merits it, a student inappropriately dressed may be sent home to change or not allowed to travel with the school.
3. Boys must not wear visible forms of jewellery or similar decoration, including beads and ear-rings. Girls may wear discreet earrings and jewellery. Visible body piercing or visible tattoos are not acceptable.
4. The Principal may give permission for shirtsleeves order to be worn in summer; otherwise students in Years 7-11 must wear their blazers.
5. Unusual, untidy or exaggerated hairstyles are not acceptable. This includes, for example, artificial colours and closely-shaved styles. A fringe that extends over the eyes, ponytails, hairbands or hair below the collar are not acceptable for boys. A number 3 cut is the shortest acceptable. If in doubt, students or parents should consult the school before changing to a style that might cause the pupil to break the rule. The Principal's decision on such matters is final.
6. Sensible footwear must be worn. Trainers are not allowed during lesson times (except PE/Games) or when travelling to and from lessons. All items of clothing must be marked with the owner's name.
7. Nails: These must be kept to a sensible length and not coloured.

## **Property**

### *Respect for property and the possessions of others:*

1. All property, whether individually or communally owned, must be respected. Any damage must be reported to a member of staff immediately.
2. Buying and selling property between students is not allowed (this includes items of food and drink).
3. Students are advised not to carry large sums of money and should be careful with valuables. Money and valuables should not be left unattended in cloakrooms and changing rooms and outside classrooms. Students should hand in valuables to the teacher for safekeeping.
4. Lost property should be handed in to the Office or to a member of staff.

5. Students should not drop litter; they should help to keep the school clean, graffiti-free and tidy.

The following are **serious offences**:

6. Vandalism is a **serious offence**.
7. Theft is a **serious offence**. Borrowing without permission, whether from the school or individuals, will be construed as theft.

## Health and Safety

*Behaving with due care and attention:*

1. Matches, lighters and other similar hazards are prohibited.
2. Laser pens are potentially dangerous and must not be brought to school.
3. PE and sports facilities and equipment may be used only when a member of staff is present or by specific direction of staff.
4. Due consideration should be given to all road users and pedestrians. Great care should be taken in crossing roads, particularly Camp Road.
5. Students should not climb on school property. A member of staff should be notified if a ball goes onto a roof or into the pool.
6. Students should walk and not run in the corridors and should queue quietly and in an orderly fashion outside classrooms.
7. Students requiring medical attention should always report to the Office. Under no circumstances should a student contact a parent to collect them or go home until they have been seen by a first-aid trained member of staff.
8. To avoid congestion in corridors and on staircases, students should keep to the left.
9. Students travelling by bus should remain seated throughout the journey and wear a seat-belt if provided.
10. Ball games: students playing ball games should take due care not to hit a member of staff or student walking by. The use of large footballs, rugby balls, hard cricket balls, Frisbees and other objects likely to cause injury is not allowed.
11. Students should not attempt to gain access to the properties adjoining the school (e.g. to retrieve footballs). Any attempt to do so may be construed as trespassing.
12. Bags must not be left where they might cause an accident or prevent safe exit in the case of a fire, especially near doorways and in corridors.

The following are **serious offences**:

13. Tampering with equipment and action liable to endanger the safety of others are **serious offences**.
14. Possession of dangerous articles such as knives, firearms, air pistols, catapults, fireworks and chemicals is forbidden. This is a **serious offence**.
15. Leaving the school site during the day with written permission from parents and written acknowledgement from school staff is a **serious offence**.

## Games and Activities

*Accepting responsibility, honouring commitments and representing the school with pride:*

1. It is the duty of each student to read notices and turn up at the correct time.
2. Clothing worn for PE and Games must conform to the school uniform and kit list.
3. Students wishing to be excused on medical grounds must present a letter or doctor's note to the member of staff in charge.
4. Students must travel to away matches in uniform. Kit must be clean for all fixtures.
5. Visiting teams should be treated hospitably throughout their visit.

## General

1. No Code of Conduct can be comprehensive. Any Code is bound to omit many misdemeanours or offences which may be as unacceptable as those referred to in this Code of Conduct. Other serious offences, not mentioned in these notes for guidance, could lead to exclusion.
2. Ignorance of a rule will not be considered an excuse.

3. The Code of Conduct shall also apply to occasions when students, though 'out of school', are 'within the jurisdiction of the school': e.g. on school trips, during school matches, during the lunch hour and on the way to and from school.
4. If students commit a serious criminal offence 'outside the jurisdiction of the school', they will be liable to exclusion.