

Behaviour and Discipline Policy

1. Aims and Objectives

Hanwell Fields Community School (HFCS) will use positive behaviour management to create an environment where effective teaching and learning can take place.

- .1 HFCS affirms that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential.
- .2 An effective caring and learning environment that exhibits good behaviour and discipline will be more readily created with the following principles are evidenced:
 - (a) A consistent approach to behaviour management
 - (b) Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - (b) Ensuring fairness of treatment for all;
 - (d) Promoting early effective intervention and transition to support pupils
 - (e) Providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - (f) Encouraging a positive partnership with parents to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

2. Curriculum Implications

- 2.1 We believe that pupils thrive upon success in achieving their goals and, in support of this, much thought will go into curriculum design and pedagogical practice so that learning opportunities in the school meet the needs and aspirations of all pupils and are accessible to all.
- 2.2 HFCS recognises that the successful promotion of good behaviour and discipline is made easier when pupils are engaged, inspired and challenged through the curriculum and by the process of learning.

3. Pastoral Implications

- 3.1 In a similar way, good behaviour and discipline is more likely when pupils are happy, confident and have positive relationships with those around them. This will be the central focus of the pastoral care arrangements within the school.
- 3.2 From time to time pupils will encounter difficulties, whether within the school or from circumstances in their lives outside. Sometimes these can have the potential to jeopardise the pupil's successful learning and it is critical that we take care of our pupils under these circumstances to the fullest extent possible through effective and appropriate arrangements within the pastoral care system of our school.
- 3.3 HFCS will seek to involve parents fully in matters affecting the welfare, behaviour and discipline of their child and will also involve external agencies as appropriate.

4. Code of Practice – Behaviour for Learning

- 4.1 The meanings of the Code will be reinforced regularly in discussion with pupils and emphasised in every classroom. There will be an expectation that all staff



members will positively model behaviour in their dealings with pupils and in the values they espouse.

- 4.2 The Code will be made available to parents as part of the admissions' process, and also available on the website.

5. Roles and Responsibilities

- 5.1 The LGB, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds; particularly ethnic, cultural, religious, gender, disability or sexuality. The school will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 5.2 The LGB will support the school in maintaining high standards of behaviour and, in consultation with the Head teacher, staff and parents will formulate and publish its own policy for behaviour and discipline and monitor its application. It will formally review the policy at least bi-annually considering evidence from attitudinal surveys as well as data, for example, on the use of rewards and sanctions including exclusions (internal and external).
- 5.3 The Head Teacher and LGB will ensure that appropriate training is provided for staff in order to support their work in implementing the policy.
- 5.4 All staff will be required to share the responsibility for establishing and sustaining good behaviour and for ensuring that the policy and procedures are followed, and consistently and fairly applied.
- 5.5 Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school. They should be encouraged to work in partnership with the school to assist in the maintenance of high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.
- 5.6 Pupils will be expected to take responsibility for their own behaviour (age appropriate expectation) and will be made fully aware of policy, procedures and expectations. Pupils will also understand their responsibility to ensure that incidents of disruption, violence, bullying (including incidents of unkindness)

and any form of harassment are reported to the appropriate person in the school.

6. Recording and Record Keeping

6.1 All significant events will be recorded. Records will be brief, precise, accurate and relevant. Any contemporaneous witness evidence will be in writing, signed and dated. As records can be called as evidence in law they should have the integrity to bear rigorous external scrutiny.

6.2 The Head Teacher will not only ensure that efficient systems are in place for record keeping, but that effective actions are taken to support and encourage positive behaviour; for example, from analyses of logs of incidents.

6.3 There will be systematic tracking of pupils by, for example, gender and ethnic or natural origin; by cultural, religious or sexuality allegiance; and of pupils with special educational need or disability, 'looked after children', Ever6 & FSM and pupils 'at risk' known as *Nurture Pupils* .

6.4 Records will be archived normally for 5 years but for 10 years in exceptional circumstances.

6.5 Records will be shared with relevance in transition.

7. Rewards and Sanctions (see separate reward policy)

7.1 The school will adopt a formal commendations' procedure see rewards chart.

7.2 Good order based upon respect for the individual, respect for others, respect for the environment, and an understanding that learning can only take place within a settled environment is required. It is the responsibility of all staff to generate a positive and purposeful ethos and high levels of corporate self-regulation and individual self-discipline will be expected of pupils. Opportunities will be taken readily to praise achievement, acknowledge considerate conduct, commend caring actions, and celebrate successes.

7.3 Sanctions will be applied to inappropriate behaviour. The nature of the sanctions and associated procedures will be decided by the school, except in



the case of exclusions where the policy and its associated procedures is the subject of a separate policy statement. (see exclusions policy)

- 7.4 A range of sanctions will be defined clearly in the procedures and their use will be characterised by clarity about why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

8. Involvement with outside agencies

- 8.1 HFCS will work positively with external agencies. We will seek appropriate collaboration with them to ensure that the needs of all pupils are met by capitalising on the range of external support available.

9. Behaviour 'out' of the school *

**When a child is out of school but remains in school uniform, it is important to recognise that they are representing the school due to being identifiable.*

- 9.1 The school's teachers have the right to discipline a pupil for misbehaviour when the child is:

- Travelling to and from the school (including walking to and from the school day)
- On any school visit
- Wearing school uniform *unsupervised by appropriate adult*
- Or are identifiable as a pupil of HFCS
- Poses a threat to any other pupil or member of the public
- Adversely affect the reputation of the school

Teachers have the legal power to set detentions out of school hours and confiscate property from pupils off the school site.

- 9.2 HFCS will use the same set of sanctions in line with, 'In-School' behaviours for misbehaviours reported off site.

10. The power to use reasonable force

10.1 School staff have the right to use reasonable force to restrain a child who is presenting a danger to themselves or other pupils or to bring a pupil under control. Examples of this could be where pupils are fighting and are then physically separated or where a pupil refuses to leave a room when instructed could be physically removed. The school may ask for assistance from Thames Valley Police. Reasonable adjustments will be made where the pupil may have disability or a special educational need.

10.2 Definitions:

“Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a student under control” (Use of reasonable force advice or head teachers, staff and governing bodies, DFE, 2012, pg 2)

Interventions for Poor Behaviour Choices

11.1 Behaviour Traffic Light Chart

Pupil's behaviour is monitored in class by the traffic light system. Children can move up and down according to their behaviour choices through the day. This is also mirrored for positive rewards.

Pupil will be informed of violations to class expectations by the use of 3 stage approach:

Using Consistent language: 3 stage approach

For B4L to be successful, all staff should use a consistent way of informing pupils of consequences for behaviour choices: the **3 stage approach** that should be adopted as your practice:

Stage 1 : What are they doing wrong (which rule)

Stage 2 : The consequence for breaking this rule

Stage 3 : what you would like them to do next

Example:

“Jasmin you are talking over me which means you are not listening to others (rule 3), you are now on a amber, I would like you to focus on what I am saying”

11.2 Detentions

If a pupil has failed to complete their homework in line with homework policy, then they can receive a lunch time detention to catch up on their learning. Pupils will be given time to eat their lunch but will be expected to complete the homework with the duty member of staff. The class teacher from the original lesson processes the detention using SIMS behaviour, documenting the detention as homework detention.

If pupils refuse to complete this detention then parents will be invited in to discuss next steps and support to achieve this expectation.

Parents are informed of detentions by their child through a generated letter that is handed to them by their teacher.

Parents should be contacted by telephone for any longer after school detentions or additional detentions.

Duty Teachers will be members of the Senior Leadership Forum.

Pupils that misbehave around the academy during lunch and break times will receive lunch time detentions where they will receive their food in the detention. (Held by SLF) this includes consequences to acts of bullying and unkindness.

11.3 Report Cards

These are issued by the Behaviour and Attendance Officer after discussion at pupil support panel meetings; Weekly monitoring of the generated B4L data.

The flow charts below explain the different types of report card process:

11.4 Internal Isolation

Day Internal Isolation is used when a pupil has had a serious incident in the school. See definition of SI. This sanction will be decided by the Head or Deputy Head teacher. Parents will be informed through parent meeting when this sanction is used and why it is being enforced. (*Exceptional circumstances may lead to the pupil being placed in isolation without parents being informed first*)

This consequences is also used where a pupil has behaved in a more serious manner they may be isolated as an alternative to exclusion from school. Pupils have break

and lunch at a different time from their peers, supported by duty member of staff or Inclusion team. Pupils with statements of special educational needs should not be placed in the Internal Isolation without consultation with the Director of Inclusion or Assistant SENCo- who may make alternative arrangements.

11.5 Removal from Class

If a pupil continues to disrupt learning, in their class despite being on red, they can be removed to another classroom for the remainder of the school day. The pupil will then be supported by the teacher and Inclusion team to reflect on what happened and given strategies to avoid repeated incidents.

11.6 Red Slips

If a pupil at any point reaches RED on the behaviour chart then they will receive a red slip at the end of the day. This slip uses restorative language to set targets for the following day as a means of support and information sharing for parents. Teachers will endeavour to meet with the parents to share the day's events that led to the red slip being written.

These red slips are then signed by parents and returned to the teacher. The Teacher must then record the slip onto the child's SIMS pages under behaviour incidents.

11.7 Lunch time Monitoring

Pupils who persistently misbehave in the restaurant and playground can be placed on lunch time monitoring, where they will be sat with a duty team member for their social times over the agreed period of time, set by the SLF/Inclusion team. They will be able to collect and eat their lunch but in controlled conditions

11.8 Exclusion (see *ULT Exclusion Policy*)

Exclusion is a very serious sanction and the decision to exclude is not taken lightly. The decision to exclude a pupil from the school is made only by the Principal. Parents are informed by telephone and invited in to discuss the incident. They will then receive a letter if their child is excluded.

Parents are legally responsible for their child for the first 5 days of any exclusion and they must be at home during this period. After 6 days the school will make arrangements with the parents in offering education.

Parents are expected to attend a reintegration meeting with a member of the senior leadership team on return from any exclusion. Pupils are then monitored on a B & A report card following exclusion.

11.9 Governors Behaviour Panel

Pupils who are failing to improve their behaviour despite interventions are asked to appear with their parents before the Head Teacher and an School Governor. Any pupil that has received 2 fixed term exclusions will be expected to appear before governors as part of their reintegration to the school. They are expected to account for their behaviour and sign a behaviour contract. All such pupils are monitored by SLT for up to 4 weeks following being called to the panel.

11.10 School Police Liaison

The school works closely with the Thames Valley Police (TVP) to assist us in ensuring that our pupils are safe both in the school and in the local community. They will give advice, information and support to pupils, as appropriate, and their families. The school and TVP share information to this end. Where a criminal offence is known by the school to have taken place either in or outside school this information will be passed to TVP.

11.11 Search (Education Act 2011)

It is the school's legal right to search any pupil suspected to be in possession of any illegal substances or weapons. Such searches are always done by a member of the School Leadership Forum and if when possible TVP. Any pupil found in possession of a weapon or illegal substance will be referred to the TVP and may face permanent exclusion.

Bullying and Acts of Unkindness

Following on from work by the school council (2014) they recognise that there are 2 types of incidents that can happen to pupils and that the two should be recorded separately:

1. **Acts of Bullying**- this is where a child or group choose to purposely and repeatedly bully another member of the community.
2. **Acts of Unkindness** – these are one off incidents that have caused harm to another member of the school community.

Both bullying and incidents of unkindness of any kind is treated seriously at HFCS. Pupils should report bullying by completing a referral form from their teacher, these are then logged. Staff will investigate the allegations and decide on the best action.

HFCS will endeavour to resolve all incidents of harm through restorative principles. This decision is due to recognising the importance of educating children in making the right choices by making them aware of how and why other are affected by their choices.

*Staff - If **name calling or any other form of ill treatment happens in your lessons**, it must not be ignored and should be dealt with promptly, reminding the class of what is the right way of treating each other and give them a verbal consequence in line with the school rule.*

The school will provide education in the PSHE curriculum in lessons, around the impact and consequences of bullying in its different forms. The Inclusion team may use restorative process to deal with a relationship breakdown, as a means of supporting the 'victim' of bullying and educating the 'offender' of the consequences of such actions. *You can request a restorative meeting by making contact with the Inclusion Team in the first instance.*

All bullying or Incidents of Unkindness are logged through SIMS, so they can be monitored and analysed for patterns and to make sure actions taken are having an impact in reducing incidents.

As member of the HFCS community if you hear of any claims of bullying/unkindness then make sure you listen and pass on the information to the relevant class teacher or inclusion team, even if you feel you have resolved the situation.

School Rules and Consequences

Below are the rules we expect from all our member of the school to follow. These are built on respecting individuals and creating positive learning environments. Every classroom should have a poster of these rules on display.



Hanwell Fields Community School Classroom Rules

I will demonstrate good learning skills by:

Following instructions first time

Listening carefully when an adult is talking

Listening carefully when other pupils are talking
about their work

Allowing others to get on with their work

Showing respect by using kind words and actions

Trying hard to do the best in everything I do



If, after receiving the warning consequence the pupil demonstrates positive behaviour changes, then the teacher has the right to have the consequence removed by moving the child down the chart.

B4L – SIMS Site

All incidents are recorded via SIMS. Please make sure you enter consequences as soon as possible. When entering **make sure you record facts only not emotions** as this documentation has a large audience including parents and outside agencies.

Serious Incidents

The following behaviours may lead to a number of the following sanctions: Parent meetings, Restorative Meetings, detention, internal isolation & Fixed term/ Permanent exclusion , Governors Warning
Verbal or Physical abuse of staff or pupils
Fighting
Possession or use of alcohol/drugs/Bringing into school dangerous items
Deliberate damage to school or others possessions
Bullying or racist behaviour
Making malicious unfounded allegations against a member of staff
Walking out of class/school without permission

All serious incidents must be reported to the Head or Deputy Head and then recorded on SIMS. You may then be asked to complete a more detailed account on statement paper. The school strongly believes in restorative process as a means of restoring relationships that have been damaged. If you have been involved in serious incident, you may well be asked if you would like to take part in a restorative meeting.

Uniform Expectations

It is **all staff** responsibilities to challenge and enforce the uniform expectations of the school at all times. This means that you should address poor uniform when your pupils enter the room by reminding them of what is expected. Anyone that fails to do this is a weak link to the expectations of the school. If we all have the same message then the pupil will understand that this is what is expected and will conform. Only school uniform is to be worn. *We have an expectation that the blue sweatshirts have the HFCS logo on it.*



Rewards

Please see the charts below to explain the reward system at HFCS:

REWARD	TO REINFORCE	WHEN?	WHO?
'ASK ME ABOUT' Stickers	Positive work, effort or a good behaviour	If the children have done something that you want to share with parents at the end of each day	Whole school
HANWELL FIELDS PUPIL	The expected behaviours of our pupils within the classroom	On-going	Whole School
LEARNING POWERS CERTIFICATES	If a pupil has shown a skill in one of the learning powers during the week	Two children are chosen from each class during the week	Butterflies – Yr 6
VIPS	The organisational skills of pupils needed to allow them to be ready to learn	Weekly choice of two pupils	Butterflies – Yr 6
TRAFFIC LIGHT CHART	Positive work, effort or a good behaviour	On-going	Whole school
POSTCARD HOME	Consistently positive work, effort or a good behaviour	Children have got to gold at the end of the day (replacing gold certificates)	Whole school
HOUSE POINTS	For continued positive work, effort or good behaviours throughout the day	Children have got above gold	Whole School
PHASE LUCKY DIP	Consistently positive work, effort or a good behaviour	Children have got to gold 5 times	To be organised by phase leaders
HEADTEACHERS AWARD	For the greatest achievement or improvement within the class during that term	Termly	Whole School
GOVERNORS AWARD	For the greatest achievement or improvement within the class over the whole year	End of summer term during leavers assembly	Whole School
100% ATTENDANCE	100% attendance during the year given out in house colour	Termly & Annually (badge)	Whole School
TRIP INCENTIVE	The winning house	At the end of the school year	All pupils within that house
AMBASSADORS OF LEARNING	On-going, constant role modelling of the learning powers behaviours within the classroom over time	Class teachers can nominate at any time during the school year	Whole School
CLASS ATTENDANCE AWARD	The class who has the highest % of attendance	Weekly	Whole School
HOUSE CAPTAINS	Pupils who have been good role models to their peers during KS2	Nominated by outgoing Year 6 in summer term prior to start of school year in September	Year 6 Pupils

The importance of the Balancing of Rewarding and Consequences

What is important is to get the balance right between the two to create a positive learning environment where pupils will feel that they can learn from their mistakes, they will be noticed and rewarded for doing the right thing at the right time and importantly those pupils that continuously get it right are not forgotten but used as role models and reminders to those around them.

Remember you are the biggest prize in the classroom and you can be the classroom puppet who can have their strings pulled! Your attention is the prize – it is what the pupils want and they will find the best way of getting it. Remind yourself in moments of distress- look around the room and publically thank/congratulate/reward those getting it right. Be firm and consistent with those getting it wrong but remind them of what it is you want to see, when you see it reward it!

Be fair with the rewards – at the end of the lesson ask yourself who gets the reward points from you today, check SIMS and your class profiles- have you fairly distributed rewards? Are there students you need to help get rewarded next lesson? How can you plan to do this?