

BEHAVIOUR POLICY including Exclusions

Date Approved by Governors	March 2019
Review Date	March 2020
Headteacher	Matthew Hillman
Headteacher Signature	
Named Governor	
Named Governor Signature	

At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility
- Every young person in our school is capable of becoming an agent for change in his or her local community

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

The Pears Family School London recognises Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child in relation to working towards becoming a Rights Respecting School.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

Context

At The Pears Family School we understand that individual students enter our school with a range of early life experiences, family backgrounds and personalities. In addition, all our students, for a variety of reasons, are struggling to cope with mainstream schooling. It can be said, therefore, that they are all at different points along the behavioural learning journey which will enable them to access mainstream schooling. Accordingly, our behaviour management policy and practice has to be differentiated and personalized. Our approach is to set unique individual behaviour targets – just in the same way that we do with the academic curriculum – so that we address the particular issues and difficulties for each child. Our targets are challenging but achievable and progress is measured over time.

The impact of our Unique Character

The presence of parents as part of our school day and our stated aim to improve the mental wellbeing of students through family intervention, impacts significantly on our behaviour policy. Whilst the school maintains overall responsibility for the behaviour and safety of all pupils, during the time when parents are with us there is an emphasis on supporting parents to take responsibility for their child's behaviour. As we observe the dynamic between parent and child we develop a context for understanding some of the child's

presenting behaviour. The model is one of developing self-reliance and empowering the family unit to be able to resolve their own difficulties. Our Multi Family model gives parents access to other parents' insights and learning.

Every individual within the school community has responsibilities within our Behaviour Policy

Children's responsibilities

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect
- To follow the instructions of all the school staff
- To follow the instructions of their parents
- To take care of property and the environment in and out of school
- To co-operate with other children and adults

Staff responsibilities

- The staff in our school have high expectations of the children and if a child misbehaves in the class will take appropriate actions taking into account where that child is at in terms of their own behavioural journey (see context above)
- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently within a personalised framework
- To be a good role model
- To develop a class charter with children so that children are very clear about how they are expected to behave
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his/her needs
- To offer a framework for social education

Parents' responsibilities

- To fulfil their agreement made during the referring process with regards their commitment to the school day
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns

Head Teacher's responsibilities

- It is the responsibility of the Head Teacher, under the government guidelines, to implement the Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school

Governors' responsibilities

- The Governors are consulted on the philosophy and content of our behaviour policy. The Head Teacher has decided that the policy should be reviewed and ratified annually. Governors monitor the effectiveness of the policy through information presented at GB meetings as well as through Governor visits and discussion with stake holders.

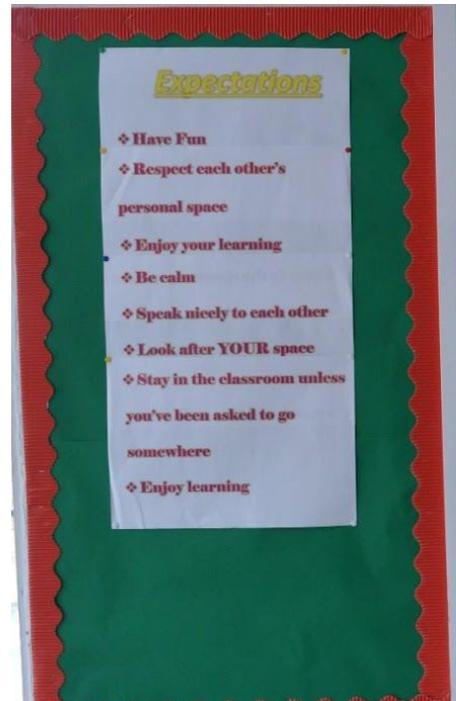
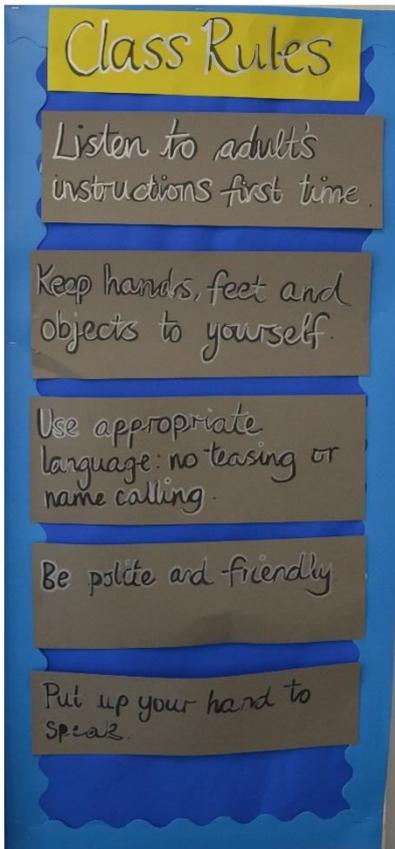
Our School Behaviour Charter

- We have a right to be safe and a responsibility to be gentle and honest
- We have a right to a good education and a responsibility to work hard and look after property
- We have a right to give our opinions and a responsibility to listen to others
- We have a right to rest and play and a responsibility to respect and include others.

- This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

We work towards each Class having its own class charter

Examples of Class charters from 2017:



Anti-bullying Procedures

The school definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others". Or, as children understand it, "When someone makes someone else feel bad over a period of time". The school's response to this is unequivocal. Adults must be informed immediately and action will take place. The school will act swiftly with a process of investigation, communication and action. Bullying will not be tolerated. All

incidents of racism, homophobic, and disability bullying are recorded. (For further information, please see our Anti Bullying Policy)

Equality Act 2012

In accordance with the Equality Act 2012 The Pears Family School will eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act. The School will advance equality of opportunity between persons who share protected characteristic and persons who do not share it.

The Pears Family School will foster good relations between persons who share a relevant characteristic and persons who do not share it.

Protected Characteristics for Schools provision are:

- Age
- Disability
- Ethnicity and race
- Gender [sex]
- Gender identity and reassignment
- Marriage and civil partnership
- Religion and belief
- Sexual orientation

(For further information please see our Equality Policy)

Definition of school jurisdiction

Our values are designed to encourage Children to become responsible citizens in our society and as such, students on roll at The Pears Family School are expected to uphold these core values in their life both in and out of school. This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the children are the responsibility of the staff. The policy applies whenever students are in school uniform out of school hours or travelling to and from school they are considered to representing the school and therefore the school rules apply. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any

time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. The school can impose sanctions on children who have used the internet or a mobile phone to harass another student or member of staff outside school.

Malicious complaints against school staff

If an allegation against a member of staff is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion.

Use of reasonable force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable physical intervention on a pupil, as permitted by law. The Governing Body has taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Physical intervention is generally used for two different purposes, either to keep children safe from either themselves or from harm from others. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back). All members of school staff have a legal power to use reasonable physical

intervention. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Physical intervention will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own

Physical intervention will never be used as a consequence and always as a last resort. Whether it is reasonable to use physical intervention and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Staff at The Pears Family School are MAPA trained (Management of Actual or Potential Aggression). If a situation requires intervention, they will apply the appropriate and approved strategies. The Pears Family School staff undertook this training at the start of 2019.

Screening, Searching and Confiscation:

The school follows Government advice when confiscating items from pupils which is outlined in their document “Screening, Searching and Confiscation – Advice for Head teachers, Staff and 7 Governing Bodies – April 2012 (A copy of this document is available from the school on request or to download from the DfE Website).

What we do to encourage positive behaviour?

- We make clear our expectations of good behaviour and discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We praise good behaviour and effort

- We encourage children to make the right choices and consider the consequences of their actions
- We help students make right choices by employing standard language and phrases so that they receive a consistent message
- We hold assemblies to reward progress and achievement
- The head teacher meets with children on a weekly basis to review progress against behaviour targets and give students, as well as SLT, an opportunity to reflect on our joint approach to helping students improve
- We involve parents and families in the process on a daily basis so that positive behaviours are reinforced within the home setting.

What we do to reward positive attitudes?

- Instant verbal praise or written comment on work where appropriate
- Teachers employ reward systems within their classes
- Positive acknowledgements for achievement, effort, attitude and all other positive aspects of behaviour
- Call in parents to show good work; (“Just A Note”/Postcard Home/Dojo system” to let parents know children have done well)
- Displaying the children’s work in the classroom to acknowledge their achievements
- Using school website display good work
- Lesson by lesson points awarded and calculated daily
- Certificates in Assemblies
- Issuing of pro social points and Prizes
- Rewards trips

Examples of rewards used at TFS

In Class reward systems



Reward Tokens



Pro-Social Points

Certificates





What we do if a child makes

a wrong choice?

- We raise the issue with them using clear and consistent language
- Where necessary we discuss incidents with the children involved
- Where possible, we encourage children to try to resolve disagreements themselves via mediation and adopting a no blame approach where appropriate
- We encourage children to take responsibility for their own behaviour
- We encourage the family to take responsibility for their child's actions
- We can raise issues with the child and the family as part of the family intervention work
- Our whole school approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following consequences within behaviour tracking should be taken:

Consequences

- Reminder to make good behaviour choice
- Warning
- Daily points affected
- Sitting in a given place time on sidelines
- Break time detention – Reminder of Behaviour Charter.
- Go through the steps of are you ready to learn
- Work in paired class away from peers
- Meeting with SLT
- SLT to contact parents – risk of exclusion discussion.

Where one of these occur the following consequences may apply

- Involvement of SLT
- Phone call or meeting with parents

- Personal support programme
- Use of Saturday catch up and parent/child coaching sessions.
- Involvement of additional internal and / or outside agencies
- Exclusion – lunchtime/temporary/permanent

The use of Saturday Catch up family and child coaching sessions

There might be occasions where it is deemed necessary for the SLT at the school to support parents/families address a behaviour by issuing a Saturday catch up session. These sessions are carried out in conjunction with the family and act as a supportive measure.

Exclusions

As a specialist AP we aspire to have zero exclusions, but for the safety of all students and staff we must reserve the right, as set out in the national guidance - *Exclusion from maintained schools; Academies and pupil referral units in England. National guidance on exclusions in schools 2012* - to reluctantly exclude students on occasions. Where this happens the emphasis will be on positive reintegration meetings, higher level intervention and target setting. In line with the National Policy, Fixed-term exclusions form part of the sanctions outlined in the behaviour expectations, as follows:

1. Fixed-term exclusions are an integral element of our management of behaviour.
2. Fixed-term exclusion will normally only be considered for serious persistent or major breaches of school discipline, inside or outside of the classroom after other strategies and sanctions have been exercised without success. Fixed-term exclusions will always be followed by a re-integration meeting attended by parents.
3. It will be for the Headteacher to determine the length of the fixed-term exclusion (up to 45 days in any one year) on the basis of facts relating to the specific case. A second exclusion for a similar offence may well be for a longer term than the first.
4. Following a fixed-term exclusion, individual student PCLPs should be discussed and updated to account for behaviours and sanctions that have been implemented.

The process of personalising behaviour for learning

Referral Stage

During referral parents and children meet with SLT and our Therapeutic team. As part of this process they complete a **behaviour for learning assessment**. Parents, child and the referring school are also required to fill this in. This rates the child's behaviour under three main areas.

Teacher / Parent Behaviour for Learning Assessment Sheet

Name: _____ Year Group: _____
 Class: _____ Date: _____
 Completed by: _____

	(1x)	(2x)	(3x)	(4x)	(5x)
RELATIONSHIP WITH SELF (Predominantly Emotional) To want to, and be able to, include him/herself in the learning opportunities and relationships on offer in the classroom and school context. This includes how the learner feels about themselves, their self-esteem, self-efficacy and their perceptions of the relevance of school learning.	Never	Rarely	Sometimes	Often	Always
Key Features	1	2	3	4	5
RS1. Is interested in learning					
RS2. Has a positive opinion of him/herself					
RS3. Can manage strong emotions such as anger and/or sadness					
RS4. Has a belief that he/she is capable of being successful					
RS5. Can independently make choices and try to solve problems					
RS6. Can accept responsibility for own behaviour					
RS7. Shows good self-control					

1. Relationship with Self
2. Relationship with others
3. Relationship with the curriculum

Figure Assessment Sheet

From this, baseline scores are gathered and initial behaviour targets are set

Class/Learning Stage

Strands from the Assessment are turned into targets to work on within the classroom setting. Children receive scores against these on a daily basis with these scores being sent home to parents as well as shared with each child.

Figure Classroom daily targets

The Family School London
 March 2016

4 3 2 1
 All the time Not at all

Target (linked to B4L)	BUS	BREAK FAST	P1: 9:30-10:10	P2: 10:10-11:00	BREAK	P3: 11:20-12:10	LUNCH	P4: 1:00-2:15	BUS HOME
RC1. Is willing to engage with the curriculum?	4	4	3	3					
RS7. I showed good self-control (i.e. making the right choices with my behaviour)	4	3	3	3					
RO4. Is willing to work independently as appropriate?	4	4	3	3					
RC2. Can take responsibility for own learning?	4	3	3	4					
RC7. Can motivated to complete tasks?	4	4	2	3					

*How am I feeling? _____

Comments: TFS/home

Review Stage

At the end of each half term the child's teacher re-assesses each student using the B4L grid. This 'data drop' gives an overall picture of progress towards mainstream behaviour expectations which can be shared with parents, children and commissioners. We are also able to amend the daily targets to ensure each target is still current and relevant.