



Two Boats School



Learning together, success forever

Two Boats School

# Behaviour Policy



## **Behaviour Policy**

### **Legal Status:**

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2014) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – [www.education.gov.uk](http://www.education.gov.uk)) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2014)
- *Use of Reasonable Force. Advice for Head teachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- DfE: Preventing and Tackling Bullying 2017
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: Statutory guidance School exclusion
- <https://www.gov.uk/government/publications/school-exclusion>
- DfE: Behaviour and discipline in schools
- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>:
- DfE: Statutory guidance: Keeping children safe in education 2018

### **Applies to:**

- the whole school inclusive of extra curricular activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

### **Related Documents:**

- Anti-bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures; Exclusions Policy

### **Staffing Method**

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and on handling pupil's behaviour where the child may require additional support;
- fulfils the duties under the Equality Act 2010; including issues related to pupils with special educational needs or disabilities and provides reasonable adjustments and support systems for these pupils;
- promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of The School;
- all staff to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy;
- supports teachers with classroom management;
- implementing rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- managing pupils' transition, liaising with parents and other agencies;
- maintaining facilities to a high standard and

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The policies, working practices, documentation and record keeping support the implementation outlined above.

### **Availability:**

This policy is made available to parents/carers/guardians staff and pupils from the school office and website

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- We take an annual review of this policy and the efficiency of its implementation by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: April 2020

A handwritten signature in blue ink, appearing to read 'F. Quinn', with a horizontal line underneath.

**Farah Quinn**  
**Head Teacher**

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### Aims of the policy

- To provide a moral framework within which children can develop emotionally to ensure their full potential is achieved
- To enable the children to develop a sense of self-worth and tolerance for others
- To maintain an environment in which children feel safe and secure

### 1. Underlying Principles

- It is the responsibility of schools to create an orderly and structured environment with a positive ethos where pupils can feel safe without fear of threat or harm from others. All students have the right to learn within a disciplined environment and have a responsibility to ensure that they do not disrupt the learning of others.
- The school should have an agreed Code of Conduct.
- Effective learning requires co-operation between teacher and learner.
- Inappropriate, offensive and disruptive behaviours will be challenged and corrected. It is important that young people learn that such behaviour has consequences. All sanctions should be reasonable, appropriate and proportionate to the behaviour being punished.
- There should be a reward system to encourage positive behaviour.
- Parents have an important part to play in securing the appropriate behaviour of their child in school. Close working relationships between school staff and parents are essential in providing effective solutions to problems.

### 2. School Code of Conduct

The School Code of Conduct reflects the standards that are required of pupils at the school. In addition to trying our best to do our best at all times staff and pupils have agreed the following:

#### Five Golden Rules:

1. We work hard and do our best
2. We are honest, caring and friendly
3. We will treat everybody and everything with respect
4. We will keep safe
5. We will keep healthy

#### Clarification of Five Golden Rules

We expect students to:

- We work hard and do our best by:
  - a) Paying attention and listening carefully
  - b) Attempting all activities set both in class and as homework
  - c) Taking notes carefully

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- d) Taking responsibility for own learning being organised with appropriate workbooks, equipment and diary
  - e) Responding to instructions thoughtfully
  - f) Seeking help when necessary
  - g) Being punctual for lessons
  - h) Showing commitment towards tasks in hand
  - i) Showing pride in the way we present our work
- We are honest, caring and friendly by
    - a) Telling the truth and not fibs/lies
    - b) Avoiding tell tales
    - c) Helping others to understand and do things
    - d) Listening carefully to the points of view of peers
    - e) Sharing thoughts in a respectful manner
    - f) Taking turns
  - We will treat everybody and everything with respect
    - a) Showing respect for people e.g.
      - Being courteous when greeting others
      - Saying 'please' and 'thank you' in appropriate situations
      - Being kind to others
      - Respecting the attitudes, feelings and views of others
    - b) Showing respect for school property and environment e.g.
      - picking up all litter
      - avoiding vandalism
      - avoiding graffiti around the school environment
      - showing pride in wearing the school uniform
      - appreciating the resources that the school provides
      - avoiding waste of resources
    - c) Showing respect for other members of the wider community
  - We will keep safe by
    - a) Staying within the boundaries set by school
    - b) Signing out of school in appropriate record book - countersigned by a member of the SLT
    - c) Only leaving school with written parental permission/ with an approved adult
    - d) Wearing appropriate headwear/footwear/clothing in summer/winter months
    - e) Wearing sun protection as the need arises
    - f) Keeping daily medications in a safe place designated by the school
  - We will keep healthy by:
    - a) Being responsible for the health of our bodies
      - Ensuring we are eating a healthy diet
      - Drinking enough healthy fluids
      - Maintaining good personal hygiene
      - Enjoying good exercise

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- Informing form tutors of health problems/medication received for one of illnesses
- b) Being responsible for the health of our minds
  - Ensuring we are getting enough sleep at night
  - Avoiding stress through meeting classwork, coursework and homework deadlines
  - Revising work over time rather than leaving it until the last minute
  - Ensuring adequate time is set aside for relaxation and 'play'.

### 3. Consequences

#### (i) Primary Sector:

Each primary classroom has a traffic light behaviour chart displayed. Every child has their name on a peg which can be moved. All pupils begin the day on green regardless of where they ended the previous day.

- If a pupil chooses to break the Golden Rules, they will be moved from green to amber to red.
- A pupil moves back up the chart as soon as they show they are able to improve their behaviour during the session.
- If a pupil ends a session (break, lunch or end of day) on red they will lose minutes from their break time. It is the class teacher's responsibility to ensure these sanctions are carried out.

Children will move through the following stages:

**Stage 1:** Not demonstrating the right behaviour will result in a verbal warning reminding the child of the correct way to adhere to the Golden Rules.

**Stage 2:** A second warning will result in the child's name moving to amber.

**Stage 3:** Should Golden Rules continue to be broken, the child will move their name to the red light and a time out follows. In Nursery/Reception this is an instant, timed sitting out session. From year 1 upwards this means the child loses 10 minutes of their break/lunch time.

Continued poor behaviour, will result in the child being sent to the Head teacher or Assistant Head teacher.

Persistent breaking of the Golden Rules may result in a child being put 'on report'. The report card will outline desired behaviours and the teacher will complete the card at the end of every lesson to indicate if the child has been successful. Report cards are sent home for parents' signature daily.

Should a child's behaviour be causing concern, the Head teacher will contact parents directly.

#### (ii) Secondary Sector:

##### Stage 1 - Low level disruption (All Staff)

In the first instance, where problems with students' behaviour occur, the first to be alerted should be the supervising member of staff (inside/outside); who should take the necessary action upon themselves to deal with the situation promptly, firmly and fairly. At this stage this should be sufficient to curb undesirable attitudes and behaviour.

There is a range of sanctions that all staff can use:

- A verbal reprimand given, highlighting the golden rule that is disrespected. Time out, reviewed after two minutes, from lesson or break
- See a student at the end of a lesson

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- Short detention
- Incident recorded in behaviour/sanctions book/file/on school's network (using standard proforma - appendix A) - recording student's name and nature of incident
- Phone call or a note home in the pupil's book bag, message book or homework diary
- Form and class teachers are informed of student's considered challenging during sector meetings
- Strategies discussed and implemented to help correct the behaviour posing the problem
- Lesson report card

In the case of extreme or persistent poor behaviour, pupils may be relocated, with support if necessary, to another member of staff. Under no circumstances should pupils be left unsupervised outside classrooms. Behaviour requiring relocation should also be referred to senior staff and documented in 'behaviour/sanctions' book/file/on school's network.

Inappropriate behaviour (e.g. verbal or physical abuse or violence, bullying, racist or sexist remarks, offensive language) should always be challenged and then addressed at Stage 2 in most cases.

### **Stage 2 - High level disruption (Senior Leadership Staff)**

If it is apparent that a pupil fails to respond to disciplinary action taken in Stage 1 or is involved in serious misbehaviour, then the pupil's behaviour should be discussed with the relevant senior teacher in consultation with the Head teacher - the incident will be documented in 'behaviour/sanctions' book/file/on school's network .

Consequences that will follow at this stage include:

- Lunchtime detention set by class teacher
- Afterschool detention led by Senior Teacher
- Letter to parents from Senior Teacher should incident persist
- Meeting with parents

Parents will be informed when a pupil is put on lesson report. Lesson report cards will be issued for a week at a time by the Assistant Head Teacher Primary, Assistant Head Teacher Secondary or the Head teacher. The pupil will present the report to their teacher at the start of the lesson. The teacher will complete the report at the end of each lesson indicating whether the pupil's work and behaviour were satisfactory or otherwise. At the end of each day the pupil will present the report to their form or class teacher and will take it home to be signed by their parents. At the end of the week the report will be reviewed by the class teacher and relevant Assistant Head Teacher and a decision made as to whether the pupil be taken off report or parents be asked to come to school to discuss their child's behaviour. In the latter case, the pupil will be kept on report at least until parents have been seen. Report cards are also used to monitor patterns of behaviour so support can be provided in particular areas and may be used to inform an individual education plan where a child has difficulty following the code of conduct.

After school detentions are set for a period of up to fifty minutes. If a detention is given after school then parents must receive notification at least twenty four hours before the detention is served. Parents are expected to collect students from school when their child is placed on afterschool detention.

When addressing behaviour at Stage 2, senior staff will take into consideration a child's special educational needs, events out of school that might be causing concern; and possible causes of changes in behaviour. It is important to ensure that we are providing appropriate support for improving behaviour as well as responding to incidents of poor behaviour.

### **Stage 3 - Extreme level of disruption (Exclusion)**

In cases of extreme unacceptable, dangerous or persistently disruptive behaviour, the Head teacher may take a decision to exclude a child from school either for a fixed term or permanent **exclusion**. The Head

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teacher will take all relevant factors into account and fully involve parents in the exclusion process. Such incidents are rare at Two Boats School, however should an incident occur at this level, the Head teacher, in consultation with The Board of Governors will make the final decision regarding the issue in hand.

### **4. Record Keeping**

Incidents of minor or extreme behaviour are recorded and held within school. All behaviour dealt with at Stage 2 including detentions and contacts made with parents should be recorded in the Behaviour Log on the school network followed up with an incident report.

### **5. Bullying related behaviour:**

Such behaviours will be dealt with in relation to procedures set out in the school's Anti-bullying Policy

### **6. Homework related behaviour:**

Such behaviours will be dealt with in relation to procedures set out in the school's Homework Policy

### **7. Safeguarding related behaviours:**

Behaviours that are serious enough to merit 'safeguarding' input should be drawn to the attention of relevant members of the SLT and documented. The Safeguarding Policy will be followed to address the issues raised.

### **8. Rewards**

In addition to praise and encouragement, we celebrate good achievement, effort and behaviour in the following ways:

- Displaying or demonstrating work for others
- Messages sent home via diaries or phone calls
- Stickers
- Recognising star of the day/week
- Golden time
- Golden ticket treats
- Certificates presented in assembly
- House points
- Prizes presented at the annual awards assembly
- Visits/Trips

Secondary pupils are encouraged during form time to develop personal portfolios to record achievements both in and out of school.

House points are recorded on class wall charts in both sector and in pupils' diaries in the secondary sector. Totals are collected weekly and a weekly trophy is presented to the winning house.

### **9. The Role of the Pupils**

#### **The Rights and Responsibilities of Pupils**

Our school believes that as a pupil you have the right:

- To an education
- To develop to your full potential in every area of school life;
- To be treated fairly and with respect.



- To be safe

As part of these rights, children should recognise the following responsibilities:

### **Rights and Responsibilities**

- I have a responsibility to make the school safe by not threatening, hitting or hurting anyone
- I have a responsibility to co-operate with teachers, classroom support staff and other children to make sure that lessons proceed smoothly
- I should not behave in a way that will interfere with the other children's right to learn
- I have a responsibility to attend classes regularly and to arrive at lessons on time
- I should adhere to the school dress code
- I have a right to be treated with understanding
- I have a responsibility to treat others with understanding – not to laugh at others, tease others or try to hurt their feelings by name calling
- I should help other members of the school, particularly those who are new or younger than me
- I have a right to be treated with respect and politeness
- I have a responsibility to treat others politely and with respect
- I have a responsibility to respect the authority of teachers and learning support staff
- If necessary I have a responsibility to disagree without being disagreeable
- I have a right to expect my property to be safe
- I have a responsibility not to steal, damage or destroy the property of others
- I have a right to be taught in a pleasant school environment which does not put me at risk
- I have a responsibility to take care of the school and its resources
- I have a responsibility to inform staff about any damaged equipment or fittings
- I accept that adults may more easily see dangers and I will comply with their instructions
- I have a responsibility to report others I see damaging school
- I have a right to enjoy a healthy lifestyle while I am at School
- I have a responsibility not to bring tobacco, alcohol or drugs into school

### **10. The Right to Learn in a Calm and Undisrupted Atmosphere**

Pupils should move around the school calmly and quietly. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a pupil's best efforts. Work that is badly presented or well below a pupil's capabilities is unacceptable and will be returned to the pupil in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Pupils will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are banned for pupils in school and there must be no misuse of mobile phones by staff members. Children are expected to use the internet and social networks in a sensible manner.

### **11. Organisation and Facilities**

We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to be come as personally adequate, socially competent and as independent as their potential will allow. We also make clear the responsibility shared by all members of the school community to care for and protect facilities in or order to maintain a safe and positive learning and working environment.

## 12. Managing Pupil Transition

We carefully manage the transition of our pupils throughout the school and the preparation for next step. A particular strength of our school is the relationship staff develop with the pupils. Because our staff team are in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school to ensure consistency in their behaviour management. Our staff also spend time towards the end of the current academic year working with their new prospective class for the year ahead. This allows pupils to familiarise themselves with their new teacher in readiness for the next year group.

## 13. Reporting for pupils and parents or carers

### Report on notes

- Rewarded via home link diaries
- Progress in class, Class records;
- Contact by tutor
- Recorded in home link / telephone records
- Formative reports of academic achievement & behaviour; Sent home termly
- Annual Report; Summative report of academic achievement; Sent end of summer term
- Annual Review; Summative document recording progress against statement; Annual invitation to key people
- Exam Results; Results reported to parents

## 10. Operation of the Policy

The Senior Leadership Team and the School Governors Committee will keep the operation of the Behaviour Policy under review, and regularly scrutinise the records to ensure that behaviour at Two Boats School continues to be excellent.

### Further guidance:

DfE: Statutory guidance: Keeping children safe in education 2019

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2018

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

DfE: Searching, screening and confiscation at school

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

UKCCIS: Sexting

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

DfE: Preventing and Tackling Bullying 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: Statutory guidance School exclusion

<https://www.gov.uk/government/publications/school-exclusion>

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DfE: Relationship and Sex Education Current guidance

<https://www.gov.uk/government/publications/sex-and-relationship-education>

Draft for September 2020

[https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting\\_documents/Final%20DRAFT.%20JULY%202018\\_Relationships%20Education\\_SE\\_Health%20Educ..%20002.pdf](https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/Final%20DRAFT.%20JULY%202018_Relationships%20Education_SE_Health%20Educ..%20002.pdf)

[https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting\\_documents/Final%20DRAFT.%20JULY%202018\\_Relationships%20Education\\_SE\\_Health%20Educ..%20002.pdf](https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/Final%20DRAFT.%20JULY%202018_Relationships%20Education_SE_Health%20Educ..%20002.pdf)

DfE: Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<b>Policy Reviewed By:</b>	<b>Farah Quinn</b>	<b>Signature</b>	<b>Date</b>
<b>Next Review Date:</b>	<b>August 2021</b>	<b>FQ</b>	<b>April 2020</b>
<b>Interim Review Comments:</b>			
Updated to include roles and responsibilities of students			
<b>Policy Reviewed By:</b>	<b>Farah Quinn</b>	<b>FQ</b>	<b>Aug 2019</b>
<b>Next Review Date:</b>	<b>Aug 2020</b>		
<b>Interim Review Comments:</b>			
Updated to reflect new KCSIE 2019		<b>FQ</b>	
<b>Policy Reviewed By:</b>			
<b>Next Review Date:</b>			
<b>Interim Review Comments:</b>			
<b>Policy Reviewed By:</b>			
<b>Next Review Date:</b>			

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<b>Interim Review Comments</b>		
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