



BEHAVIOUR POLICY

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
22 June 2017	Version 1.0	N/A	Emily Haddock
5 th December 2017	Version 1.1	New guidance: DFE: Reducing the Need for Restraint and Restrictive Intervention (2017)	Daniel Waterhouse

This policy will be reviewed every 12 months in light of local and Government legislation.

At Mountwood
Academy we
nurture our young
people through
quality experiences
to never stop
learning and be the
best they can be.

Aims and expectations

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.

Mountwood Academy's primary aim of its behavior policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. Each class agrees to and signs a class contract at the start of each year, where both the teacher's and the pupils' expectations are recorded.

We will treat all pupils fairly and will apply this behaviour policy in a consistent way. This policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We recognise that for pupils with communication difficulties and those on the autistic spectrum, behaviours almost always have a communication function which needs to be understood. At Mountwood Academy we adopt a "Total Communication" approach. Rather than adopt a punitive approach to undesirable behaviours we aim to understand the communication function first and to teach alternative responses. Each pupil's Communication Passport provides a starting point for staff to understand the link between communication and behaviour for that individual. Promoting and teaching positive behaviour is central to ensuring academic achievement, independence and community participation.

Early intervention will attempt to address the underlying causes of disruptive behaviour, and this will include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil has. We will also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

All behavioural incidents will be recorded immediately, or, if not possible, by the end of the school day in which they occurred. Behavioural data will be monitored by the Head Teacher to ascertain trends and patterns to identify training needs and/or appropriate interventions.

Generally, the school will follow the requirements and advice contained in the document: 'Behaviour and Discipline in Schools' (Department for Education February 2014).

DFE: Reducing the Need for Restraint and Restrictive Intervention (2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/663453/Reducing_the_Need_for_Restraint_and_Restrictive_Intervention.pdf

Rewards and punishments

We praise and reward pupils for good behaviour in a variety of ways:

- teachers congratulate pupils
- teachers give pupils house points
- we distribute house points to pupils either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- all classes have an opportunity to lead a class assembly, where they are able to show examples of their best work
- during a weekly good news assembly where each class teacher allocates merit badges for pupils who have displayed good work or behaviour that week.

The school acknowledges all the efforts and achievements of pupils, both in and out of school. This is reflected in the termly interim reports and annual reports to parents/carers as well as all pupils being accepted and supported regardless of what they say or how they behave.

Use of Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Sanctions may be applied for repeated or chosen undesirable behaviours. Any sanction will be fair and proportionate. In summary they could be:

- Natural consequences, e.g. having to complete an activity before having free time, remembering that breaks are important and to miss them completely can be detrimental and cause further difficulties
- Reparation – reasonable 'making good' of a situation, e.g. picking up items that have been thrown
- Loss of a privilege – to be judiciously applied as a last resort.

Restrictive Physical Intervention (RPI)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

There may be rare occasions when it is necessary to use a restrictive physical intervention (RPI) with a pupil. Staff have a duty of care to keep people safe and will act in the best interests of all pupils they are working with. The school has a duty to ensure the safety of everyone within it.

Restrictive physical interventions (RPI) will only be used to support challenging behaviour where there is clear and imminent danger and there is no alternative.

Staff are Team Teach trained and will only use physical interventions/positive handling that they have been trained in and are permitted to use. Any Restrictive Physical Intervention will be within the terms of the Physical Intervention Policy and will be recorded in the incident book and reported on to parent/carer and where appropriate, social worker.

The school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all pupils attend school free from fear. Please see our Anti-bullying policy for more details.

Confiscation of inappropriate items

We will retain the right to confiscate a pupil's property, if it is deemed to be inappropriate or dangerous. This will be given to a parent or carer at the end of the school day and a safeguarding referral may be made.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school's expectations and class contract are enforced in his/her class, and that his/her class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

The class teacher treats each pupil fairly and enforces the classroom code consistently. The teacher treats all pupils in their class with respect and understanding and values every pupil even if their behaviour requires a high level of support.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker service to ensure that behaviour support strategies are effectively implemented and that there is continuity of approach across settings.

The class teacher reports to parents/carers about the progress of each pupil in her/his class, in line with the whole-school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.

The class teacher will also carry out appropriate risk assessments in order to ensure risks are minimised.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to the Proprietor, 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 pupils in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher holds the right to exclude any young person but this will only be done in consultation with the Head of Care.

The role of parents/carers

The school works collaboratively with parents/carers, so pupils receive consistent messages about how to behave at home and at school. When their child is admitted to the school, parents/carers are asked to sign a Home-School Agreement, establishing codes of behaviour from school, parents/carers and pupils.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We will always try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a pupils, parents/carers should support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. See the Complaints Policy.

The role of the Proprietor

The Proprietor has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy. The Proprietor supports the Head Teacher in implementing this policy.

Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the Proprietor on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour. The Head Teacher records those incidents where a child is sent to him/her. We also keep a record of any incidents that occur at break or lunchtimes. Routine lesson observations of teaching staff also provide opportunity for key staff, especially the Head Teacher, to monitor behaviour.

It is the responsibility of the Proprietor to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the Proprietor.

Approval by Mountwood Academy

Signed: _____
Date: _____
Review date: _____

This policy, signed by the Proprietor on behalf of Mountwood Academy, is held by the Head Teacher.

End of policy statement