

## **1. Aims**

The aims of behaviour management are:

- To encourage pupils to behave appropriately and politely.
- To keep pupils safe from harm and to teach them about risk and safety.
- To foster good relationships between pupils and between staff and pupils.
- To develop and support the ethos of the school.
- To monitor pupils' behaviour in order to provide appropriate support.
- To provide regular and useful feedback to pupils on their behaviour in school.
- To enable pupils to take responsibility for their own behaviour by motivating them and giving them the confidence to improve.
- To enable pupils to identify and build on strengths and overcome weaknesses.
- To help pupils develop an understanding of right and wrong.

## **2. Objectives**

All staff will:

- expect and promote high standards of behaviour.
- aim to develop positive relationships with pupils.
- deal with any examples of unacceptable behaviour they witness.
- follow the school guidelines for rewards and sanctions.

## **3. Expectations of Behaviour**

We believe that high expectations of pupils' behaviour are crucial to achieving good behaviour. Staff expectations must constantly motivate pupils to raise or maintain their standards of behaviour. It is important to have high expectations, which must also be realistic and informed by a sound knowledge of an individual pupil's abilities.

Staff have a right to expect that:

- Pupils behave well and observe all school or classroom rules
- Pupils are punctual
- Pupils are properly prepared and equipped for lessons
- Pupils are properly dressed in school uniform
- Pupils sustain their effort and involvement in lessons and in activities
- Pupils co-operate with staff towards the aims of the lesson / activity
- Pupils concentrate on their work and co-operate with the group's aims
- Pupils listen when they are being taught and respectfully pay attention to instructions
- Pupils are polite and courteous at all times and avoid rude or offensive language
- Pupils respect the school environment and look after the buildings, equipment and displays.

#### **4. The Rights of Everyone at Knightsfield School**

Everyone has the right to be:

- safe
- respected
- listened to
- supported in a happy, calm and friendly environment
- cared about as an individual
- enjoying our time at school
- able to give their best standard of work and care possible

#### **5. The Responsibilities of Everyone at Knightsfield School**

Everyone has the responsibility to:

- Make sure everyone is safe
- Respect everyone
- Listen to and consider others' views
- Be positive, friendly and supportive of everyone
- Care about everyone as an individual
- Make the school a good place to be
- Help everyone to enjoy their time at school
- Give their best at all times.

#### **6. Rewards**

Every opportunity should be taken to praise pupils. Praise will be both verbal and written. A points system is used to reward pupils.

- Points are recorded on the electronic behaviour system, 'Reward Points'.
- When pupils have gained 100 points they are rewarded with a bronze certificate.
- When pupils have gained 250 points they are rewarded with a silver certificate.
- When pupils have gained 500 points they are rewarded with a gold certificate.
- When pupils have gained 1000 points, they are rewarded with a platinum certificate and a small prize. Details of certificates awarded are included in the termly newsletter.
- Form tutors keep a regular check on points gained by the children in their tutor group.
- When a pupil reaches one of the above 'thresholds' their tutor informs the Headteacher.
- The Headteacher will award certificates in whole school assemblies.
- Points contribute towards a house reward.

#### **7. Discipline Procedure**

The member of staff present will deal with any problem at the time, using appropriate actions from the following options:

- A verbal warning.
- A written warning which is recorded on the behaviour system, to which the pupil can respond.
- A detention at lunch or break, with the member of staff.
- Form tutor detention for 3 written warnings in the organiser.
- Referral to their tutor for either counselling or sanction at the discretion of the tutor.
- Referral to a member of the Senior Management team for a verbal warning and further appropriate action as detailed below.

Should the behaviour persist or be more serious, the pupil will be:

- Put on individual report by the Liaison Teacher or Deputy Head

- Put on a class report by the Liaison Teacher or Deputy Head if a group needs to develop a particular behaviour
- Put on internal suspension with the SMT, parents informed and a note in the pupil's file
- Interviewed by the Headteacher

If there is no improvement or in the event of a serious one-off misdemeanour:

- A behaviour action plan or pastoral support programme will be set up
- Parents will be asked to attend an interview at school, a record of which will be kept in the pupil's file
- Fixed period exclusion at the discretion of the Headteacher
- Permanent exclusion at the discretion of the Headteacher

In the event of a serious incident immediate referral to the Headteacher may be necessary. In the event of criminal behaviour, the matter will be referred to the police.

## 8. Support for Pupils

It is recognised that sanctions as outlined above may not always be the most appropriate course of action, especially with pupils who may have emotional or behavioural difficulties. An alternative approach may be to counsel as well as sanction. This may include drawing up a 'Step-on' tree with the pupil.

This decision should rest with the pupil's tutor and can be taken at the warning stage of the disciplinary procedure. Upon referral to the tutor, it may be appropriate to work with the pupil to draw up an action plan designed to help them deal with the behaviour issues.

## 9. Support for Staff

In addition to the support provided by this document:

- Staff should always first try to resolve any behaviour problems themselves and thereby maintain the relationship they have built up with the pupil.
- If they are unable to manage the behaviour or feel it would be more productive to manage the situation with a colleague, they can seek assistance from another member of staff.
- If the situation demands, staff should seek assistance from a member of the SMT through the 'On-Call' system.
- In an emergency, the member of staff should use the nearest telephone to alert office staff to contact the SMT member on the 'On-Call' rota. (**dialling 0 will call the school office**).
- For pupils who present with challenging behaviour or who are identified as being at risk of exclusion, a risk assessment will be carried out and support for the pupil or staff put in place as appropriate.

## 10. Serious Incident Follow-up

If an incident occurs which involves assault, injury, racial harassment, serious bullying or use of restraint, all staff involved must record details of the incident on an Incident Form. This should be done as soon as possible after the incident. The completed form should be given to the Headteacher, or in the absence of the Headteacher, to the Deputy Head or Senior Teacher as soon as possible after the occurrence of the incident. If injury is sustained, an accident/injury report must also be completed.

The Headteacher will keep a record of incidents. This will provide essential evidence should it be necessary to consider fixed term exclusion or permanent exclusion at a later date. The Headteacher, Deputy Head or Senior Teacher will follow up reports as necessary. Parents may be called into school as appropriate. Staff not directly involved, but who witness the incident may be asked to complete a written statement, as may pupils.

## 11. Physical Intervention

Physical intervention is normally only used to prevent likely injury to the child concerned or to others, or likely serious damage to property. The school provides training for staff in behaviour management strategies. See the 'Non-restrictive Physical Intervention' policy.

**This policy should be read in conjunction with all other relevant school policies.**

Date of Review : April 2015  
Next Review date : April 2018

Approved by the Governing Body Knightsfield School  
Specialist Sensory Academy

Brenda Tipping (Signature held at Knightsfield School)

.....  
Chair of Governors

2<sup>nd</sup> July 2015

.....  
Date

KNIGHTSFIELD SCHOOL  
**Serious Incident Report**

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Nature of incident :

- |           |                          |        |                          |         |   |
|-----------|--------------------------|--------|--------------------------|---------|---|
| Bullying  | <input type="checkbox"/> | Injury | <input type="checkbox"/> | Assault | <input type="checkbox"/>                |
| Vandalism | <input type="checkbox"/> | Racial | <input type="checkbox"/> | Other   | <input type="checkbox"/> please specify |

Name of Pupil :

.....

Name of staff member reporting incident :

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Date of incident :

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1. Factual Description of the incident

continue overleaf if necessary ...

2. Action taken by member of staff, if any

Signed : .....

Copies to Headteacher and Tutor

3. Action taken by Senior Management

- |                   |                          |
|-------------------|--------------------------|
| Letter home       | <input type="checkbox"/> |
| Telephone parents | <input type="checkbox"/> |
| Police Notified   | <input type="checkbox"/> |
| CSCI Notified     | <input type="checkbox"/> |

Signed : .....