

**Behaviour Policy Checklist**

This document has been created by the Anchored Schools Team to support school staff in reviewing their behaviour policy or writing one from scratch.

**The DfE requires all schools to have a behaviour policy.** This checklist is based on the DfE’s advice and guidance document which can be found on <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Statutory requirements are indicated in **bold**. Please note that the checklist is not intended to be exhaustive, and you may wish to adapt it for your own school’s needs.

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| **Content** | **Guidance** |
| **A maintained school’s behaviour policy must set out measures to:*** **Promote good behaviour, self-discipline and respect**
* **Prevent bullying**
* **Ensure that pupils complete assigned work**
* **Regulate pupils’ conduct**

**It must also consider the governing board’s statement of behaviour principles.** | The DfE states that a maintained school’s behaviour policy must have regard to the governing board’s guidance on issues such as:1. Screening and searching pupils
2. The use of reasonable force
3. Disciplining pupils beyond the school gate
4. The school’s work with other external agencies to assess and support the needs of pupils who display continuous disruptive behaviour
5. Pastoral care for staff accused of misconduct
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| **An academy’s behaviour policy must:*** **Promote good behaviour**
* **Set out the disciplinary sanctions used when a pupil misbehaves**

**Academies must also have a written anti-bullying strategy.** |
| The school’s approach to behaviour | Outline the school’s philosophy and approach to managing behaviour and developing the school’s ethos* Set out your school’s aims and expectations regarding behaviour. State what is expected of staff (as part of this policy, not related to the staff Code of Conduct), pupils/students and parents.
* Set out how bullying incidents will be managed and the consequences for this behaviour. Refer to the Anti-Bullying Policy
* Explain clearly how measures will be applied consistently
* Explain how you will deal with behaviour incidents that occur outside school

*‘Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.’ DfE*  |
| Roles and responsibilities of staff and governors | Be clear that **all adults** are responsible for managing behaviour around the school – refer to safeguarding and behaviour* Outline the roles and responsibilities of the Governing/Trustee Board (or similar) Headteacher and Senior Leadership Team in promoting good behaviour and supporting colleagues to implement the policy. Do certain staff or governors have specific responsibilities to lead in this area?
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| Strategies used in the classroom to manage negative behaviours.  | * Outline the responsibilities of class teachers and set out the measures they can use to promote positive behaviour and respond to negative behaviour.
* Set out a clear behaviour and consequence route which illustrates the school’s response to particular negative behaviours.

You may wish to include as appendices items that may be displayed in the classroom that staff and pupils use as management tools. |
| Behaviour strategies and the teaching of good behaviour | Clearly outline * the different behaviour management strategies used in your school.
* how positive behaviour is promoted through the curriculum and how it is modelled by staff. *‘Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.’ DfE*
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| Rewards and sanctions | Set out the rewards that are used to recognise positive behaviour and the sanctions that will be used in instances of negative behaviour (for example confiscation, detention, exclusion)• Include a statement on the use of **reasonable force, confiscation and power to search without consent**Ensure you set out the statutory aspects in relation to exclusions (fixed term and permanent) e.g. Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds.Reference DfE - Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017 |
| Staff development and support | Outline how the staff (this includes all staff who work in the school) will be supported in developing their behaviour management skills and their confidence in managing a range of behaviour situations.* Staff training on behaviour management – eg. De-escalation, restorative practice, ABA etc
* How staff can access support to improve their practice
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| How pupils are supported in relation to their behaviour | Explain what school-based support is available to pupils. This may include behaviour interventions such as peer or staff mentoring, positive behaviour reports, support groups, counselling sessions, cool off areas etc.Include a reference in relation to the completion of a Pastoral Support Plan/Individual Behaviour Plan (or similar) with parents/carers and pupil.‘Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary’ DfE |
| Liaison with parents and other agencies | * Which agencies and/or organisations will the school work with to tackle behaviour issues, and when and how these other professionals will be used
* Set out how you will work with parents to address negative behaviour and recognise positive behaviour
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| Managing pupil transition | Describe* the arrangements for managing transition between years, Key Stages and school/provision/settings
* the support offered to pupils with specific needs during these periods
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| Organisation and facilities | Include details of how you will use any behaviour units, isolation rooms or areas set aside for behaviour interventions, and staffing requirements for these. |
| Malicious allegations | Explain what action will be taken against pupils who are found to have made malicious allegations against school staff. This section may also cover how the school will support a pupil who has made a malicious allegation in terms of safeguarding and mental health |
| Legal Responsibilities | Check that your behaviour policy does not, unintentionally, discriminate against certain groups. For example, keep a record of behaviour incidents and look for patterns, so you can make sure one cohort is not more affected by the policy than other groups**Reasonable Adjustment*** Acknowledge your legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs
* Recognise that some pupils require a more sensitive and differentiated approach
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**Associated resources**

1. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

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

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

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

5. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

6. The Government’s former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-forteachers