



Behaviour Policy

Reviewed: March 2016

Review date: March 2019

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.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting positive behaviour, so that people can work together with the common purpose of enabling everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children 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.

Rewards

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

- Teachers praise children verbally on a regular basis using the school rules as the dialogue of praise. Teachers are mindful of children who are consistently well behaved and recognise appropriately.
- Head teacher's certificates awarded in the weekly school Well Done assembly; the chosen children receive recognition in the weekly newsletter. Chosen child will sit on Golden Chair in assembly.
- Celebration Book displayed outside office with children who have received a certificate each week.
- Each class also has its own reward systems – names on the sunshine, stickers, mini certificates.
- We reward the best class for lining up with a weekly extra playtime treat.
- The class who behaved exceptionally well at lunchtime receive the lunchtime cup.
- The school acknowledges all the efforts and achievements of children, both in and out of school. The display board in the entrance hall celebrates achievements of the children.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ different sanctions appropriately to each individual situation. The class teacher discusses the school rules with each class. The rules are agreed by the

school as a whole. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

If there are incidents of poor and unacceptable behaviour the following systems apply:

- The child is given a warning, if the behaviour persists the child will receive time to the side to consider their actions. This lasts for 5 minutes. In EYFS this time to the side is instantaneous, in KS1 the time may be taken during playtime.
- When appropriate a child may need an individual reminder system of the school rules with plenty of positive reward. This may be a sticker/tracker chart that can also be shared with Parents.
- If the behaviour is of a more serious nature it will be reported to the Headteacher and a record made in the Behaviour log book kept in the Office. If the child appears in the book twice in week/short period of time the Headteacher will speak to the parent.
- In the case of behaviour that poses a risk to the safety and wellbeing of others the child will receive immediate time to the side with the Headteacher.
- If a child is not able to conform to the behaviour systems put in place in school it may be appropriate to use a Behaviour Support Plan (BSP). This is a programme which aims to help a child improve their social, emotional and behavioural skills. The BSP will identify precise and specific targets for the child to work towards.
- Teachers openly communicate with parents when appropriate to communicate any low level anti-social behaviour.
- The class teacher may discuss when appropriate poor behaviour with the whole class during 'circle time'.
- The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. The school's Child Protection policy will be followed if this is the case.
- The school will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. (See SEND Policy)

Bullying

The school does not tolerate bullying of any kind. (See Bullying Policy).

Reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers as set out in The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others the actions that we take are in line with government guidelines on the restraint of children. Three members of staff have received the appropriate 'Team Teach' training. The child must only be restrained (by trained personnel) if they are putting themselves in danger of being seriously injured. If other children's safety is at risk then they are to be removed from the situation. If a child tried to run away, then the adult would try and persuade them to return, if unsuccessful then the adult to follow the child and keep them within their sight at all times. The child's safety and the safety of others must be paramount in all incidents. The adult must seek assistance from another adult whenever possible, and when possible the relevant trained members of staff.

If a child is physically restrained the incident is recorded in a 'Numbered and Bound' book located in the school office. This is also communicated to the parents of the child.

Liaison with parents and external agencies.

If the behaviour is of a more serious nature it will be reported to the Headteacher and a record made in the Behaviour log book kept in the Office. If the child appears in the book twice in week/short period of time the Headteacher will speak to the parent. Teachers openly communicate with parents when appropriate to communicate any low level anti-social behaviour. The parents will be informed and strategies put in place working with the families and child to further improve the behaviour of the child.

It may be necessary to liaise with external agencies, to support and guide the progress of a child. This could be The PRU or Social Care.

As children transition in and out of the school a professional dialogue will take place between the relevant schools/Pre-schools in order to understand a poor behaviour issue or ongoing situation.

The role of the teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, showing respect and understanding at all times.

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

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher and discusses it in the weekly meeting so that other staff are aware of the situation.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Support and relevant training is provide for staff, in particular new staff.

The Headteacher keeps records of all reported serious incidents of misbehaviour in a behaviour log that is kept in the office.

The role of parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher.

The role of governors

The governing body has the responsibility of ensuring these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Exclusions

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and advice taken from either The PRU or County Exclusions Officer. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days. Only the Headteacher has the power to exclude a pupil from school. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion. The Headteacher would seek advice from the County Exclusions Team. If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the designated child protection governor about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Children's conduct outside the school gate

The same positive behaviour systems and sanctions apply to children when outside the school premises.

A child can be disciplined when the child is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the child on school premises or elsewhere when the pupil is under lawful control of the staff member.

Equal Opportunities

The school acknowledges its responsibilities under the Education Act 2010 and in respect to Special Educational Needs. All children are treated equally and consistently using the school's relevant policies. Children who have specific behavioural problems will have their needs

addressed through a Behaviour Support Plan where targets will be set for them and shared with the child, staff and parents.

Sanctions must be reasonable and proportionate to the circumstance taking account of the pupil's age, SEN, disability and religious requirements.

Review

The governing body reviews this policy every 3 years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. The Headteacher monitors the effectiveness of this policy on an ongoing basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Reference Materials:

Behaviour and discipline in schools (DfE, 2013)

The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013

Section 90 and 91 of the Education and Inspections Act 2006

Equality Act 2010

Education Act 2010

Keeping Children Safe in Education 2015

Related Policies:

Child Protection policy

SEND policy

Anti-bullying policy

Hannah Bancroft

Headteacher