



Behaviour Policy

Document Status			
Date of Next Review		Responsibility	<i>.....Committee</i>
Success Criteria for review completion		Responsibility	<i>(Chair)</i>
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Date of Policy Adoption by Governing Body 23/03/15		Signed	
Method of Communication (e.g Website, Noticeboard, etc)			

1 Aims and expectations

- 1.1 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.

- 1.2 The school has a number of school rules (See "Expectations of Behaviour"), but the primary aim of the behaviour policy is not a system to enforce rules. It 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. We recognise that inappropriate behaviour can have a detrimental effect on teaching and learning. Where it is having an impact, appropriate action or sanctions will be applied.

- 1.3 The school expects every member of the school community to behave in a considerate way towards others.

- 1.4 We aim to treat all children fairly, uphold the **values** of the school and apply this behaviour policy in a consistent way. However, where necessary, we will differentiate our **approach** according to the individual needs of the child.
- 1.5 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.
- 1.6 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.

2 Rewards and sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - teachers give children team points, merits or other recognition of their good behaviour;
 - each week we nominate a child from each class to receive the “Certificate of Achievement”. Each child receives a certificate and a gift in Whole School Assembly. These are given for any positive aspect of behaviour.
 - we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
 - good behaviour at lunchtime is also rewarded by lunchtime supervisors
- 2.2 The school acknowledges and celebrates all the efforts and achievements of children, both in and out of school.
- 2.3 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.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
 - The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others or themselves, the class teacher stops the activity and prevents the child from taking part for an appropriate period of time.

- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Where a child's behaviour has affected others, Restorative Practice will be carried out with the perpetrator and those harmed or affected. Questioning will follow those laid down in the training received by staff and as highlighted on RP Cards and on RP Posters (displayed in Staffroom and Meeting Room).

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

2.5 The school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 Racist incidents are dealt with in accordance with the school's Equality Policy.

2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. 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. The actions that we take are in line with government guidelines on the restraint of children. Restraint should only be attempted by those trained to carry it out safely; safely for themselves and safely for the child.

3 The role of the class teacher and teaching assistants

3.1 It is the responsibility of the class teachers and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers and teaching assistants 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.

3.3 The class teacher and teaching assistant treats each child fairly and enforces the classroom code consistently. They treat all children in their class with respect and understanding.

- 3.4 If a child misbehaves repeatedly in class, the teacher or TA keeps a record of all such incidents. In the first instance, the teacher or TA deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- 3.5 The teacher or TA liaises with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 3.6 The class teacher or TA reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher or TA may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

- 4.1 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.
- 4.2 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. As such, the Headteacher will use (and, where necessary, model the use of) Restorative Practice.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour or racist incidents.
- 4.4 The headteacher has the responsibility for giving fixed-term suspensions 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.

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3 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.

- 5.4 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. If the concern remains, they should contact the headteacher. If the concern remains, they should contact the governing body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. 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, if the circumstances warrant this.
- 7.2 If the headteacher excludes a pupil, s/he 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.
- 7.3 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

8.1 The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors record written details of any incident on accident forms that are seen and signed by the headteacher.

8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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

9 Review

9.1 The governing body has the responsibility to review this policy. They governors may review the policy if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: 2.13.15

EXPECTATIONS OF BEHAVIOUR

From children in class -

To listen quietly in class or at other times when teaching, instructions or advice are given

To respond to questions thoughtfully and politely

To respond politely to contributions made by other children

To take part in class discussions in a confident and positive way

To encourage all others to play their part in discussions and to respect their contribution

To behave quietly and thoughtfully during independent activities

To co-operate positively with others on shared activities

To accept judgements made in line with accepted procedures by teachers and other staff.

To use the class procedures for expressing concern

To care for and to co-operate with others in the use of space and resources

To take pride in work done and to give of their best in both content and presentation of studies

To obey the appropriate safety rules for the task in hand and to use the School emergency procedures where appropriate.

To use appropriate language

From children in flexible times (breaks, lunchtimes etc)

To behave quietly at all times within the School building

To walk at all times in the school building

To remain in the play areas indicated

To behave safely at all times and follow the School safety codes

To follow the rules of the play area

To respond to the supervisor or duty teacher when requested

To follow all safety advice

To co-operate with supervisors, duty teachers etc in procedures, games etc

To co-operate with other children thoughtfully and politely

To do all they can to ensure games and activities are inclusive of all

To avoid actions or words that hurt, offend or intimidate others

To seek to solve disputes amicably and using peaceful means

To seek mediation when disputes arise

To accept judgements made within the accepted procedures including, where used, peer mediation

To use the channels provided to air concerns or grievances

To use polite and appropriate language and actions to express views and opinions

Expectations of children when arriving and leaving premises

To use front gate access and the permitted entry and exit paths

To follow the rules in the transfer of care document

To seek help from School if there are concerns about being collected

Never to leave School without permission

Some General Expectations

Children are expected to behave with respect and kindness to all other children and adults

It is expected that all requests for help are prefaced with please and responses greeted with thanks

Children are expected to care for their environment and resources

Children are expected to address each other and adults politely

Children are expected to address adults using title and surname.

Expectations regarding the role of Teachers, Supervisors and Management. (This is not an attempt to define a teacher's role or that of a supervisor. These are outlined in professional documents and job descriptions. However these expectations relate specifically to facilitating the Behaviour Policy and do need stating here to ensure all are aware of how we make this work)

To expect and maintain the highest standards of behaviour

To encourage and reward the best of behaviour

To offer advice and judgement on activities

To administer sanctions where required

To ensure all activities are safe

To intervene in activities to maintain safety and good behaviour

To investigate behaviour problems and to seek solutions

To be the focus of concerns expressed by individuals

To organise play activities where appropriate

To ensure the health and safety guidelines are followed

To supervise the movement of children about school

To note and report through the appropriate channels concerns regarding behaviour of children

To co-operate with behaviour support programmes

To co-operate with parents in the support of their children in school. This includes the provision of appropriate information to parents

To maintain and support the school's policies and programmes and ensure fairness and equality of provision.

To administer the Child Protection programme where required

Sanctions

These are applied if the above expectations are not met.

- Being spoken to by teacher/teaching assistant/MSA
- Missing break/playtime
- Missing break/playtime – written tasks
- Sent to Band Leader/Assistant/Deputy Headteacher
- Sent to Headteacher
- Parents informed
- Withdrawal of privileges (in assembly, at playtimes, after school clubs, representing school at sport)
- Extended break and lunch-time withdrawal, written tasks
- Isolation from lessons
- After-school detention
- Fixed term exclusion
- Permanent exclusion