



Behaviour Policy

Status: Statutory

1 Aims and objectives

- 1.1 It is a primary aim 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 behaviour policy is therefore designed to support the way in which all members in each school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 Both schools have a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children 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 and believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Consequences

- 2.1 Children are praised and rewarded for good behaviour in a variety of ways. This will differ slightly between Key Stages, but may include:
 - Teachers / TAs encourage children with a smile
 - Teachers / TAs congratulate children verbally
 - Teachers / TAs give children stickers/positive comments in their book
 - Teachers / TAs write a note in the child's contact book or homework diary
 - Each week, two children from each class receive a certificate for good work in the school assembly
 - In Key Stage 2, good docketts are distributed to children, 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 an achievement assembly where they are able to show examples of their best work.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Achievement Board in Key Stage 1 contains pictures and information regarding children's achievements outside of school, e.g. music or swimming certificates. This board is updated on a regular basis. In Key stage 2, pupils bring in their certificates, medals etc for Celebration Assembly, where they talk about their achievements.
- 2.3 Both Key Stages employ a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- Children are expected 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.
- Children are expected 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 able 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, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, 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 or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- In serious cases of poor behaviour, a child may be internally excluded, and sent to another class in the school to work, for a set period of time.

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 each school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

2.5 The school will not tolerate bullying of any kind. If we discover that an act of 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 totally, we do everything in our power to ensure that all children attend school free from fear. Bullying may include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence. This could also include initiation / hazing type violence.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching and could include sexting.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF 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, using physical intervention techniques (see below). The actions that we take are in line with government guidelines on the restraint of children.

Physical Intervention training

- 2.7 If a child becomes very distressed and/or puts themselves in a vulnerable or unsafe situation, it may be necessary for a member of staff to assist them to a place where they are safe by employing a method of physical intervention. Several members of staff in both key stages have been trained in physical intervention techniques, and should it become necessary to move a child in this way, the class teacher should ask one of the staff trained in physical intervention to assist.

Staff trained in Physical Intervention techniques:

Mrs Godfrey, Mrs Sherress, Mrs Jones, Mrs Baldwin, Mrs Shackleton, Mrs Brand, Mrs Applegate and Mrs Lister.

- 2.8 If it is necessary to positively handle a child, a written record of the incident and the handling must be made by the member of staff and kept in the Behaviour Log. A copy should also be given to the Headteacher.
- 2.9 Each Key Stage has a Rewards and Consequences Behaviour ladder (see Annex 1).
- 2.10 In Key Stage 2, there is a set of playground rules in place to help the children resolve disputes by themselves, before asking for help from an adult. (see Annex 2).

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Headteacher, Deputy Headteacher or Headteacher. Serious incidents of poor behaviour are recorded in the class Behaviour Log, which is monitored regularly by the Assistant Headteacher.
- 3.5 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 an Education Psychologist or a Play Therapy practitioner.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher 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 their implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 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. These actions are taken only after the school governors have been notified.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that 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 and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate 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 and carers 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, we expect parents and carers to support the actions of the school. If parents and 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 Deputy Headteacher or Headteacher; if parents still have a concern after this, they can contact the Chair of the Governing Body, by letter, through the school. 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 discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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 We do not wish to exclude any child from school, but sometimes this may be necessary. Each school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on Heads to offer the parent a re-integration interview in respect of certain fixed-period exclusions.
- 7.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers how to make any such appeal.
- 7.4 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.
- 7.5 The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6 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.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

8 Drug and alcohol-related incidents

- 8.1 It is the policy of the school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in. The medication has to have been prescribed by a doctor and the medication must display a pharmacy label, showing amount to be given and at what time (s) the medication has to be administered. All medicine must be given by the parent to the designated SNUA (Special Needs Unit Assistant) in each school. Any medication needed by a child while in school must be taken under the supervision of the SNUA and /or another adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be re-admitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps records of incidents of misbehaviour. The class teacher records classroom incidents. These behaviour records are monitored every term by the Assistant Headteacher. The Headteacher records those incidents in which 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 give verbal or written details of any incident to the class teacher, either verbally, or through a lunchtime incident book.
- 9.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 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. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every two 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.

Signed:**Mr S Roe (Chair of Governing Body)**

Date: **October 2019**

Date for Review: **October 2021**

EYFS /Key Stage 1

Rewards

Children choosing the right behaviour can expect adults to notice and to reward their good behaviour. Each class may be slightly different, but these are some of the things children can expect:



A smile and encouragement

Praise

Work displayed

Earning marbles/points towards class Golden Time

Comment, or note home, to parent

Visit to the Headteacher for a special sticker

Certificate in Assembly

Top Table for lunch

Consequences

Children who choose not to behave in the expected way can expect the following things to happen:



Verbal warning

Name written on the board

Being moved to a place where they are able to work

Loss of time at break time or lunch time, sitting outside the office

Visit to Headteacher / Deputy Headteacher

Incident recorded in the class Behaviour Log

Parents spoken to

Key Stage 2

Rewards

Children choosing the right behaviour can expect adults to notice and to reward their good behaviour. Each class may be slightly different, but these are some of the things children can expect:



A smile and encouragement

Praise

Work displayed

Good Docket

Comment, or note home, to parent

Visit to the Headteacher /Deputy

Certificate in Assembly

Consequences

Children who choose not to behave in the expected way can expect the following things to happen:



Verbal warning

Name written on the board

Being moved to another place to work

Detention (5, 10 or 15 mins) at breaktime

Lunchtime detention

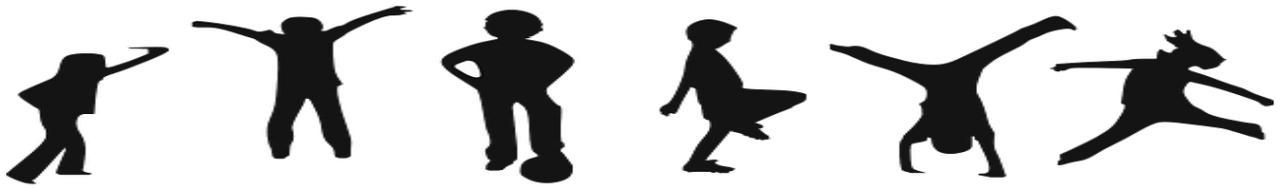
Visit to Headteacher / Deputy Headteacher

Incident recorded in the class Behaviour Log

Parents spoken to or asked in to discuss behaviour

Internal Exclusion

Playground Rules – KS2



1. **Respect:** Use respectful voice and body language. Follow instructions first time. Move into the school quietly and calmly
2. **Boundaries:** Stay out of the trees, don't go behind the goals or to the side of the shed. The strip of grass is only allowed when supervisors say it is dry enough.
3. **Once out—Stay out:** Take everything you need for playtime out with you. No-one is allowed back in unless given permission, even for the toilet.
4. **Walk, Talk, Tell:** Only speak to a supervisor once you have tried to deal with it yourselves. There is always the worry box if you're left feeling upset.
5. **3 Point apology:** If you have not treated others or property with respect, apologise with meaning.
6. **No fighting:** This includes play-fighting. All fighting results in a lunchtime detention and a letter home. This applies to any bystanders who don't turn and walk away. Always tell a supervisor immediately if you see fighting.

For safe and happy playtimes

Three point system

For dealing with annoyance :

1. TALK to the person who is annoying you. Explain how they are making you feel – they may not realise.
2. WALK away. Bullies like a reaction, so don't give them one! Ignore them; find somewhere else and someone else to play with.
3. TELL the adult on duty. Use this IF points one and two don't work. If they deal with it, there is no need to then tell me, but you CAN let me know via the worry box.

Three point apologies:

1. Acknowledge what you have done.
Say what you are sorry for.
'I'm sorry I took your pencil'
2. Acknowledge how they feel.
Tell them you understand how it has affected them.
'I understand you feel cross and that you might not trust me now.'
3. Make a promise.
Tell them how you will do things differently next time.
'Next time I will ask if I can borrow your things before using them.'