



Behaviour Policy

Forward thinking and creative; valuing faith, tradition, community and achievement.

1.0 Statement of Intent

1.1 We are a Church of England school and are committed to providing a safe and caring environment for children to learn in. Anti-social behaviour of any kind is unacceptable in our school and any incidents of unacceptable behaviour are taken very seriously by the staff.

1.2 If unacceptable behaviour does occur, it will be dealt with as a matter of urgency by our staff. Children are taught to be considerate to others and that they should be respectful and responsible for themselves, others, their environment and their community.

2. 0 Introduction

2.1 At Brigstock Latham's Church of England Primary school we strive to build positive relationships between all members of our community. We believe that those relationships ensure a positive and mutually supportive environment for children and adults to work in.

An understanding of good behaviour grows from all that goes on at school. Our learning environment should encourage all the children in our care to:

- Question and discuss matters rationally.
- Have respect for each other's values and beliefs.
- Develop positive self-esteem with the aim of becoming independent and confident.

This policy applies to everyone at our school.

3.0 Aims and Objectives

3.1 We aim to make all children feel safe and secure and provide an environment where children flourish and maximise their opportunities to learn.

Objectives:

- To encourage the children to value themselves and others within the school
- To provide a caring community in which all individuals interact with each other recognising and accepting differences with tolerance and ensuring equality of opportunity for all.
- To create a meaningful, stimulating and safe environment which provides security and stability for all.
- To promote opportunities for individuals to express themselves creatively and imaginatively with confidence.
- To encourage and motivate children to take increasing responsibility for their own learning.
- To make informed choices through self-discipline and co-operation.
- To promote in our children a positive and responsible attitude towards the wider community and their role in society.

4.0 Beliefs about Behaviour

- We believe that children should be responsible for their own behaviour and we ask for parental support in this.
- Good relationships between children and staff encourage mutual respect and this promotes good behaviour.
- We work together as a team and support one another in a shared, positive approach to the way good behaviour is promoted.
- We believe that children should develop a caring attitude towards everyone.

5.0 Promoting Positive Behaviour in School**5.1 Rules and expectations should be:**

- Clear and consistent and recorded in a user friendly manner.
- Reinforced by everyone in school.
- Discussed with everyone and reviewed regularly.

All adults are responsible for reminding children about school rules regularly.

5.2 We believe in giving children a responsibility for promoting good behaviour. It is important that the feelings, views and representations of the pupils are listened to. The School Council gives regular opportunities to raise matters relating to pupil welfare, pastoral matters and general school organisation.

6.0 Expectations for Children's Behaviour

Children should be courteous, polite and well-mannered to each other and all adults. Children should behave in a sensible manner, respect other people and property and not cause offence, upset or hurt to anyone else.

7.0 Rewards

We reward children through:

- Praise. We recognise good behaviour in children and use it as an example for other children in the school.
- House Points. They are awarded for acts of kindness and good behaviour.
- Credits. These are awarded for hard work and effort in lessons.
- Achievement Tree. Individual and groups of children are acknowledged in assembly every week through a 'special mention' on the achievement tree in the hall.
- Golden Time. Staff use golden time as a way of rewarding on-going good behaviour.
- Head Teacher's Special Award. If a child makes a notable effort to be consistently well behaved or improve behaviour, a postcard is sent home.
- Home school communication. Good behaviour will be reported to parents regularly in Key Stage 1 through the Home/School Communication book.

8.0 Sanctions include:

- **Verbal.** Children are reminded of the expectations of good behaviour in a calm and measured tone.
- **Behaviour Chart.** In Key Stage 1 a behaviour chart is used after a verbal warning. A child's marker is moved on the chart to show a warning has been given. If another warning is given, the marker is moved again and Golden Time minutes are lost. *Children understand that an improvement in behaviour results in the marker being moved back and Golden Time minutes being reinstated.*
- **Head Teacher/Senior Staff.** In cases of serious misbehaviour (children are abusive physically or verbally to another child or adult) the child will be taken to a senior member of staff. This could be the Head Teacher. The behaviour will be investigated, discussed and parents will be informed.
- **Reflection.** For serious misbehaviour as mentioned above, children will have a period of reflection where they will miss playtime. For appropriate children, this may involve some writing and may include a letter of apology.

9.0 Role of Parents

9.1 A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations.

9.2 When children join our school we ask parents to read through a Home School Agreement with their child. Child and Parent sign the agreement to show they have an understanding of the expectations of behaviour in school.

9.3 We use parents' evenings and end of year reports as an opportunity to discuss general levels of behaviour of children.

9.4 Any incidents of serious inappropriate behaviour or ongoing minor behavioural issues should be communicated to parents. All discussions should be handled and discussed sensitively. The initial conversation should be with the class teacher unless the Head Teacher decides otherwise.

9.5 The conversation should:

- Outline the facts relating to inappropriate behaviour
- Outline the sanction (if any) put in place by the school
- Give a short period of time for reflection by parent and child
- Allow an opportunity for parents to respond to any information given.

9.6 The conversation should not:

- Mention names of other children
- Be confrontational.
- Be opinion based.
- Be an opportunity for inappropriate behaviour in school to be excused by a child's behaviour at home.

10.0 Special Educational Needs

Children who have additional needs may require their behaviour to be managed in a different way. When this is the case, a meeting will be held with the SENCo, the class teacher and the parents to draw up an individual behaviour plan.

11.0 Training and Restraint

Staff attend Team Teach Training in Positive Behaviour Management and Positive Handling. If restraint is required to manage a child's behaviour, only staff who have current Team Teach validation will carry out the restraint.

12.0 Exclusion Policy

12.1 We seek to avoid exclusions and they are extremely rare. Exclusion is only enforced for very serious incidents or when other strategies have been tried and have failed over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

12.2 Parents will be kept informed and involved in a programme aimed at improving behaviour. The Headteacher and staff will identify pupils whose behaviour puts them at risk of exclusion. We will put in place a programme of action to improve the behaviour.

12.3 Where appropriate we will seek additional advice, involving outside agencies and possibly securing alternative arrangements such as small group teaching to address the inappropriate behaviour which could lead to exclusion.

12.4 Fixed term and permanent exclusions are only used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

12.5 A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Bullying
- Frequent high level disruption
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults

13.0 Fixed Term Exclusions

13.1 Each individual situation will be investigated according to need. The Head teacher will gather evidence and seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. A decision to exclude a pupil for a fixed period will be taken in response to serious breaches of our behaviour policy; including persistent disruptive behaviour.

13.2 Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1 – 3 days are often long enough to secure the benefits of exclusion without adverse educational consequences.

13.3 The Head teacher and the staff of the school should use the period of exclusion to plan for the successful reintegration of the child.

13.4 The school will hold a reintegration meeting, usually at the start of the first day back after exclusion, which parents should attend.

A parent's failure to attend a reintegration meeting will be one factor taken into account by a magistrates' court when deciding whether to impose a parenting order, if at any future date a parenting order has been applied for by the school or local authority. However, the Head teacher must allow the child to start back at school once the exclusion has finished even if parents are unable or do not want to attend the meeting.

13.5 During the exclusion, school staff must still set and mark work for the first five days. The Head teacher will explain the arrangements for collecting it and handing it in. If the fixed period exclusion is for more than 5 days, the school must make arrangements for the pupil's full time education from the 6th day onwards. If a child has been permanently excluded, the school is still responsible for

setting and marking work for the first five days. The Local Authority has responsibility for providing full time education from the 6th day.

13.6 There are a number of steps which the school has to take and procedures which must be followed:

- The parent/carer must be informed immediately, ideally by telephone.
- Within one day, the Head teacher must inform the parent by letter that their child has been excluded, the type of exclusion and the reasons for it. The letter should also state the date that their child can return to school and the time of the reintegration meeting
- The Head teacher must notify the Discipline Committee set up by the governing body, of the child's exclusion for any fixed period exclusion over 5 days.
- The Head teacher's letter tells parents they have the right to make representations to the Chair of the Discipline Committee about the decision to exclude the child.
- If parents wish to state their case to the Discipline Committee, the Clerk to the Committee has the discretion to arrange a meeting for fixed period exclusions up to 5 days and parents may be invited to attend.
- If the exclusion is for any length of time between 1 and 15 days and parents wish to make representations to the Discipline Committee, the Clerk must call a meeting
- For fixed period exclusions of between 5 and 15 days and if parents wish to make a representation to the Discipline Committee, the Clerk must call a meeting between the 6th and 50th school day after the exclusion started
- Parents are entitled to receive a copy of any report which is provided to the Discipline Committee at its meeting to consider the exclusion
- A permanent exclusion will be reported to the Local Authority.
- Parents have the right to have any letters, documents or reports translated into their mother-tongue.

14.0 Permanent Exclusion

14.1 A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be called as a last resort.

14.2 Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social and emotional needs is given in the SEN code of Practice. Schools must have regard to this guidance. School governing bodies have a statutory duty to do their best to ensure that the necessary provision is made for any pupil who has SEN. Early intervention, accurate assessment and the arrangement of appropriate provision usually leads to better outcomes.

14.3 Other than in the most exceptional circumstances we will avoid permanently excluding pupils with statements. We will also make every effort to avoid excluding pupils who are being supported on the school's SEN Provision Map.

14.4 We will try every practicable means to maintain the pupil in school, including seeking professional advice and where appropriate asking the Local Authority to consider carrying out a statutory assessment. For a pupil with a Education Health Care Plan we will liaise with the Local Authority to consider holding an interim review of the plan.

14.5 We recognize that we have a legal duty under The Equality Duty 2011 not to discriminate against disabled pupils by excluding them from school because of behaviour related to their disability.

14.6 We accept that it is the behaviour that is the problem and not the child. The governors will consider exclusions but will only meet specially when:

- The exclusion is for more than 15 days in length;
- If the pupil has exclusions accumulating to more than 15 days in one term;
- If the exclusion is under 15 days and, the parents make representation.

14.7 The governors will decide whether or not to uphold the Head teacher's decision. Parents (and the pupil, where appropriate) have a right to attend and be heard at such a meeting, or submit written representations.

15.0 Monitoring, Evaluation and Review

This policy is monitored on a day to day basis by the Head Teacher who reports to governors about the effectiveness of the policy upon request.

15.1 This policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the school's behaviour log book and discussions with the head teacher.

REVIEW

This policy is to be reviewed annually.

Reviewed July 2016

Adopted by the Governing Body

On

Signed

Review Date: July 2017