



## **BEHAVIOUR POLICY**

This policy is very important to the school and for all who work and visit it. One of the cornerstones of the policy is that the school rules are firmly and consistently applied. We do this by a quiet yet firm insistence on high standards of behaviour.

The school employs a range of rewards and sanctions, with much emphasis on deserved praise. Children achieve much more, are better motivated and realise their true potential if we reward their successes rather than highlight their shortcomings.

### **The role of the Governing Body**

The Governing Body plays a key role in influencing the ethos of the school – its general atmosphere and philosophy. This influence carries with it a responsibility to support the Head Teacher and staff in maintaining standards of discipline.

The Head is responsible for securing discipline on a day to day basis, subject to any principles laid down in writing by the Governing Body.

The Governors also monitor the number of exclusions taking place.

### **The role of the Head Teacher**

The Head has a statutory duty to determine the measures (including rules and sanctions) to be taken to:

- promote self-discipline and a proper regard for authority in pupils;
- encourage good behaviour and respect for others on the part of pupils;
- ensure that the standard of behaviour of the pupils is acceptable;
- otherwise regulate the conduct of the pupils;
- make decisions on permanent and temporary exclusions (a responsibility for the Head alone).

## **The role of teachers**

Effective classroom managers:

- have clearly understood procedures regarding pupil discussion, participation in lessons, movement in class, the way work is handed in and what pupils should do when work is completed;
- give clear presentations and explanations;
- have clear work expectations of pupils and monitor progress carefully;
- give clear instructions so that activities run smoothly – misbehaviour should be handled quickly and calmly, shouting should be avoided, so that the pace of a lesson is not lost and further disruption is minimised;
- ensure that the work is appropriate to pupils' abilities;
- set clear goals for each activity and make sure all pupils understand these before an activity begins;
- start and end lessons on time;
- ensure as far as possible that the classroom is suited to a particular activity;
- take care over seating arrangements;
- minimise external interruptions wherever possible;
- ensure that the necessary materials are available.

All staff will:

- maintain good order;
- secure a stable environment in which expectations for behaviour are made clear and pupils are encouraged to recognise the effects of their behaviour;
- consistently apply a recognisable system of rewards and punishments;
- provide challenging teaching and opportunities to learn;
- encourage pupils to participate in organising their learning;
- provide quality leadership, encouraging a sense of collective responsibility and mutual support;
- follow the stages model in identifying and assessing the needs of children with emotional and behavioural difficulties (EBD) with an emphasis on:
  - taking action at the first sign of difficulty
  - carrying out detailed observation of behaviour, placing upon the SEN Register and providing an appropriate Individual Education Plan (IEP)
  - addressing the problematic behaviour itself
  - structuring a child's work, while keeping the child as close as possible to the curriculum
  - exploring the nature of the difficulty with the child, parents, other staff and external services as necessary
  - seeking external advice to supplement school's own expertise
  - keeping detailed records and regularly reviewing the effectiveness of approaches
  - maintaining a positive partnership with parents

**Peer on Peer Abuse** – This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could, for example, include sexual violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.

**Sexting** – This school will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the school’s response on a case by case basis.

The key points being:-

- Inform the Head Teacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

**Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual

name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

### **Curriculum**

- Planned PHSE and SRE will include ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

### **Responding to an incident**

- School will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

### **The Rules**

The rules and consequences help to secure the safety and well-being of the whole school community. Wilful disregard of the rules could lead to the withdrawal of privileges or appropriate restrictions.

By emphasising the positive we hope to encourage children to do their best at all times, both in and around school.

There are four rules for good behaviour that are agreed across the school. To encourage the children to follow them we will acknowledge good behaviour with praise and certain agreed rewards.

1. We listen to and follow instructions.
2. We are always positive, honest polite and helpful.
3. We keep hands, feet, objects and unkind words to ourselves.
4. We look after our school.

## Rewards

The school employs the following range of rewards:

- Praise, both formal and informal.
- Material and token rewards (dojo points, stickers/stars, certificates, monthly year group trophy, end of year shield, prize box).
- Exceptional Work Stamps and acknowledgement in Achievement Assembly.
- Opportunities for greater possibilities (library monitor, head boy/girl).

## Sanctions

### *In the Classroom*

There are agreed sanctions or consequences for those pupils that choose not to follow the rules and behave inappropriately. It must be made clear why the sanction is being applied and it must also be made clear what changes in behaviour are required to avoid further punishment.

- Verbal warning
- Five minutes time-out
- 10 minutes time-out with another teacher (quiet reflection/complete work)
- Missing 5 minutes of break time / lunchtime – each class has a red card on which the names of any children missing 5 minutes of break time / lunchtime. Loss of break / lunchtime to happen as soon as possible. Adult on duty responsible for the loss of 5 minutes. When on the field the waiting place is by the bike shed, when on the front playground the waiting place is by the gate, when on the back playground the waiting place is by the dividing fence.
- Sent directly to the Head Teacher

If sent to the Head Teacher the child will write their name, date and reason in the Behaviour Book and a Red Letter will be issued to parents. The Head Teacher will employ a variety of consequences to respond to discipline problems.

- Discussion of problem with all parties involved including parents
- Withdrawing participation in a school trip or sporting event
- Child put onto a Behaviour Report Card (green, yellow, red, therefore, 3 weeks to improve behaviour – Appendix 2).
- Sent home at lunchtime
- Short-term/long-term exclusion
- Permanent exclusion

## **At Lunchtime**

Lunchtime rules are the same as school rules and we have introduced a 'family dining system'. Consequences are slightly different at lunchtime:

- Verbal warning by lunchtime supervisor.
- Moving sitting position in the dining hall.
- Eating lunch outside the hall.
- Time-out against the wall.
- Incident logged in 'Lunchtime Record Book'.
- Sent straight to the Head Teacher.

## **At Breaktime**

Breaktime rules are the same as school rules. The consequences are slightly different but follow the same pattern:

1. Verbal warning by teacher on duty.
2. Time out against the wall.
3. Sent straight to the Head Teacher.

## **Exclusion**

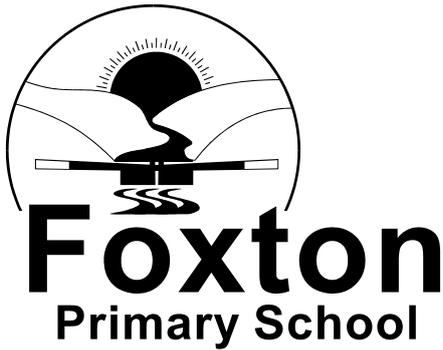
Exclusion is a very powerful consequence and there are strict procedures to be followed by the Head Teacher and Governors: [http://dera.ioe.ac.uk/21549/1/Exclusion\\_Guidance\\_-\\_January\\_2015.pdf](http://dera.ioe.ac.uk/21549/1/Exclusion_Guidance_-_January_2015.pdf)

## **Partnership with Parents**

Parents have a vital role in fostering good behaviour. The school is committed to the development of a close working relationship with parents and recognises the crucial nature of such support. Parents' views will be sought and valued. Parents will also be encouraged to recognise their responsibilities towards their child. We hope that this partnership will help them to understand and support their child both at home and at school. The 'Working Together for Good Behaviour in School' booklet is issued to all parents.

## **Review**

This policy was updated April 2017. Due for review: Spring 2020.



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Head Teacher: Mr P Clark

Dear

I wish to inform you of the following incident in which your child's behaviour is considered to be unacceptable:

.....

We expect all pupils to maintain a high standard of behaviour. Please remind your child of our four rules of good behaviour that are agreed across the school.

1. **We listen to and follow instructions.**
2. **We are always positive, honest and helpful.**
3. **We keep hands, feet, objects and unkind words to ourselves.**
4. **We look after our school.**

Please note that if behaviour of this nature continues we will consider exclusion.

Yours sincerely

P Clark

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**Behaviour Letter – Reply Slip**

Child's Name: .....

I acknowledge receipt of the letter outlining my child's misbehaviour.

Signed: ..... Date: .....

## Behaviour Report Card

Total Possible Points:

Points Received: \_\_\_\_\_

Name: ..... Week Beginning .....

	Behaviour Targets	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Assembly	Lesson 4	Lesson 5	Comment	Parent Signature	Points
Monday	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
	•	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
Tuesday	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
	•	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
Wednesday	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
	•	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
Thursday	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
	•	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
Friday	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			
	•	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2			
	•	0 1 2	0 1 2		0 1 2			0 1 2	0 1 2			

0 = Hasn't met the goal, 1 = So, so 2 = Good