

BEHAVIOUR POLICY

Adopted by Governors June 2017

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

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 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.
- Full Amount of Golden Time
- Material and token rewards (points, stickers/stars, certificates, monthly class 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
- Missing of Golden Time
- Withdrawing participation in a school trip or sporting event
- Five minutes time-out
- 10 minutes time-out with another teacher (quiet reflection/complete work)
- Kept in at break and/or lunchtime
- 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 (appendix 1) 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
- Child put onto a Report Card (appendix 2)
- Sent home at lunchtime (after discussion with parents)
- 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

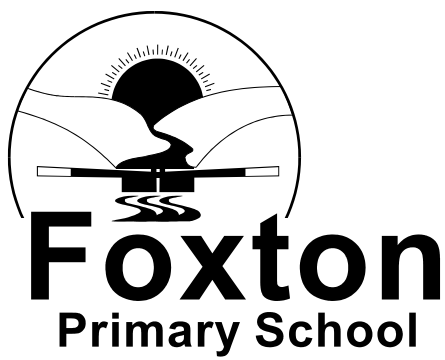
Exclusion is a very powerful consequence and there are strict procedures to be followed by the Head Teacher and Governors: http://dera.ioe.ac.uk/21549/1/Exclusion_Guidance_-_January_2015.pdf

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