

Behaviour Policy

Reviewed and agreed: Autumn Term each year
Next Review: September 2018

This policy should be read in conjunction with Anti Bullying policy

1. Rationale

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. The school's values are built on mutual trust and respect for all.

1.2 The school aims to help children grow in a safe and secure environment, to develop responsibility for their actions, to treat all with respect, develop self-esteem and to become increasingly independent members of the school community.

1.3 The decision to behave appropriately must ultimately come from within a person and not be externally controlled. Hence the school reminds the child that all actions have consequences and that they have a choice about the way they behave. This also allows the child a non-humiliating way out of a situation and the opportunity to redeem itself.

1.4 Good behaviour and discipline is self-motivated and the school positively encourages and awards good behaviour, rather than merely deterring anti-social behaviour as it believes that this will develop an ethos of kindness and cooperation.

1.5 It is human nature to seek approval and it is always more effective to praise and encourage the children who are behaving in the way required, rather than to criticise those who are choosing not to.

1.6 In order to encourage good behaviour and promote self-esteem within pupils the school operates a system of praise and rewards. Sanctions are required as a reminder that poor behaviour is not acceptable. The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious offence has been committed.

2. Implementation

2.1 All members of staff are responsible for implementing the school behaviour policy. The school expects every member of the school community to behave in a considerate way towards others and to model the behaviour we expect from the children.

2.2 Code of Conduct:

The class teacher discusses the Golden Rules (school rules) with their class frequently. 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.

Rewards

We praise and reward children for good behaviour in a variety of incremental ways:

- Smiles, nods, thumbs up etc.
- Verbal praise – both quiet personal praise and public praise in front of others
- Stickers and small rewards are given by class teachers for good work/behaviour.
- Each class has a Work of the Week award and a Values award
- Each half term, the children in each class will vote for their Child of the Term by a secret ballot. They will share their reasons why the child they have voted for deserves this award, and the child with the most votes from each class will receive a certificate with the reasons listed so that they can treasure the positive compliments from their peers.

□ A child who has made exceptional effort is nominated from each class for the 'Arnhem Cup' by the class teacher. One of the nominees is then awarded the trophy; this is presented at the end of term service. The winning nominee is chosen by lottery, each nominee receives a certificate.

2.3 Explanation of Awards:

During our weekly Celebration Worship two children from each class will receive an award; one for achieving the Work of the Week, and one for achieving the Value award. A child can earn the Work of the Week certificate by working hard on a personal target, for example. They can earn a Values certificate by demonstrating that they have shown respect, responsibility and have good relationships. It is hoped that every child will have earned both certificates during the school year; some may earn these certificates more than once based on their merit.

At the end of each half term, we will have a celebration where parents and carers will be invited to join us should their child receive a Child of the Term award or a nomination for the Arnhem Cup. Very often these celebrations will coincide with other events in school where all parents and carers will be invited to join us e.g. Church services.

Awards are not carried over into the next academic year, giving each child a fresh start.

2.4 Team Points

In order to encourage a team spirit each child is placed in a team on entry to school, siblings are kept in the same teams. Team points can be issued by any member of staff; these are recorded within each class and totalled by the Team Captains and Vice Captains at the end of the week. Points are then given for 1st to 4th place, the winning team at the end of each short term is awarded an extra playtime. The winning team will also receive a cup.

2.5 Out of School Achievements

The school also acknowledges achievements of children out of school and awards may be given for out of school activities.

GOLDEN TIME

At Heckington St Andrew's we have Golden Rules – See appendix 1

At the beginning of the week the children choose a Golden Time activity in discussion with the class teacher. This will be their reward at the end of the week in Golden Time if they keep the Golden Rules. Every day children begin on a green traffic light. Using our school policy if a child chooses the wrong behaviour they are moved to yellow as a warning and can earn their way back to green by rectifying their behaviour for a short period of time. If a child continues to make the wrong choices they will move from yellow to red and this results in the loss of increments of 5 minutes Golden Time. Each day is a fresh start and each child begins each day again on green.

2.6 Unacceptable behaviour

Unacceptable behaviour is deemed as that which causes physical or emotional distress to anyone else or contravenes the school code of conduct. It is also that which persistently prevents others from working or results in an individual child not completing a task which is within their capacity to do so. Unacceptable behaviour is recorded in a red book held by the class teacher with the actions of child and adult recorded.

2.7 Sanctions

Sanctions need to be applied consistently and fairly in order to maintain a high standard of behaviour and to ensure a safe and positive learning environment. At all times it is noted that it is the behaviour which is unacceptable and not the child. We employ each sanction appropriately to each individual situation.

Children are not humiliated through punishment and when possible admonishing is carried out in private. Children are given an opportunity to put their point of view, and their reasons and responses are listened to. When a child misbehaves they are choosing to do so, and so we respond to them using the language of choice. Children are given a warning and a choice of action, this enables the child to take responsibility for their actions.

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 the situation occurs at a break or lunchtime, the adult on duty has a duty to intervene and ensure the safety of the children.

The following situations are not acceptable and are dealt with directly by the Head teacher/Deputy Head teacher

- Physical violence to children or adults – actual or threatened
- Racist or sexual behaviour
- Bullying
- Deliberate defiance or disobedience
- Damage to school or others' property

2.8 Hierarchy of Sanctions:

- Ignoring the negative, praising the positive
- Showing disapproval through shake of the head, frown
- Verbal warning including choice of behaviour. This may include a warning of outcome if the child does not comply with the request.
- 2 verbal warnings result in action, depending on the nature and severity of the misdemeanour and the age of the child.

A serious or dangerous incident will result in an action immediately without giving a warning.

Incremental actions that could be taken are:

- Losing increments of 5 minutes of golden time.

Only if necessary, additional sanctions are:

- Missing a playtime or portion of playtime, (children must always be supervised)
- Repetition of work, during a playtime if necessary (supervised)
- Time out – removal from the situation for a short period, for reflection and/or to diffuse situation (within sight of an adult)
- Written or oral apology to child or adult involved or affected
- Child sent to Head teacher. The child completes a 'WWWW' form following discussion of the behaviour with the child. This form allows the child to reflect on their behaviour and plan an alternative action.
- Monitoring of behaviour over a set period with teacher/Head teacher/Deputy Head teacher (i.e. on report, weekly meetings to discuss progress)
- Loss of a privilege. A privilege includes a job or role such as School Council Rep, or playing in a match for the school team. This is only removed after discussion with the Head/Deputy Head
- Monitoring of behaviour involving parent/teacher/Head teacher/Deputy Head teacher/Behaviour Support Services

Actions are proportionate to the misbehaviour and never humiliate or demean the child; neither do they deny successes in other areas. Additional maths/English is never given as a punishment as it could promote a negative image of the subject, although work may be required to be repeated. Children are entitled to

receive a full curriculum and so not allowing a child to participate in Art or PE etc. is not acceptable as a sanction for misbehaviour/poor work in another lesson.

2.9 Lunchtime/Playtime Behaviour

Unacceptable behaviour at lunchtime is dealt with using the following hierarchy of sanctions:

- Showing disapproval through shake of the head, frown
- Verbal reprimand including choice of behaviour. This may include a warning of outcome if the child does not comply with the request.
- 2 verbal warnings result in action, depending on the nature and severity of the misdemeanour and the age of the child

Examples of actions taken could be:

- Stand next to adult for 5/10 mins (depending on age of child and nature of incident)
- Stand next to the wall (not facing it)
- Inform class teacher
- Send to Head teacher/Deputy Head teacher

All staff on playground duty must continually be on the watch for dangerous or potentially dangerous play, children are not allowed to play fight as this can quickly escalate.

A serious or dangerous incident will result in an action immediately without giving a warning.

2.10 Bullying:

The school does 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, we do everything in our power to ensure that all children attend school free from fear. Actions always include working with both the victim and the bully, empowering the victim to stop the bullying occurring (See Anti Bullying Policy)

2.11 Use of Force

See Use of Force Policy (informed by guidance published November 2007)

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.

2.12 Phrases to remind

Easy to remember phrases are used to remind pupils of appropriate behaviour.

- '*Actions have consequences*' reminds pupils that there are always consequences from any action, both good and bad, and so encourages them to take responsibility for their action.
- '*Don't just say you're sorry, show you're sorry*' Saying sorry for poor behaviour is important, but it is even more important to show by future action.
- In addition children are taught to say '*Please stop it, I don't like it*' when someone does something they don't like. This gives the victim power to take control of a situation.

2.13 The Curriculum

The quality of the content of the curriculum, the amount of challenge within and the teaching and learning methods through which it is delivered have an important influence on a pupil's behaviour.

The school monitors these to ensure that a balanced and challenging curriculum, matched to individual pupil's needs is offered and staff undertake to analyse their own classroom management to ensure the application of good principles.

2.14 *The role of the child/other children*

We encourage children to take responsibility for both promoting positive behaviour and supporting each other in carrying it out. Children are reminded of acceptable behaviour and code of conduct on a regular basis. In addition each class will develop its own approach for support appropriate to its degree of maturity that could include: self-help groups, buddy system, children's council etc.

2.15 *The role of the class teacher*

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.

The class teachers in our school 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. 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.

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 informs and discusses with the Key stage Leader then the Deputy Head teacher and/or Head teacher.

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 the education social worker or LEA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The Head teacher is kept informed of these contacts. It is important that parents are notified of good behaviour as well as bad behaviour.

The role of the Key Stage Leaders

To support the class teacher in a suitable manner based on the seriousness of the behaviour. They report to the Head teacher their actions and sanctions enforced.

2.16 *The role of the Head teacher*

It is the responsibility of the Head teacher, 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 Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head teacher keeps records of all reported serious incidents of misbehaviour. The Head teacher 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 Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

2.17 *The role of parents*

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. The school code of conduct is published in the school prospectus and in the home School Agreement, and we expect parents to read them and support them.

2.18 We expect parents 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 immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and/or the Head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

2.19 *The role of governors*

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 Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

2.20 *Fixed-term and permanent exclusions*

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, 'IMPROVING BEHAVIOUR AND ATTENDANCE: Guidance on exclusion from schools and Pupil Referral Units' A Summary of the DCSF Guidance – Ref. DCSF-00573-2008, *September 2008* We refer to the guidance in any decision to exclude a child from school.

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher 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 Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher 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.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

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. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

2.21 *Drug- and alcohol-related incidents*

It is the policy of this school that no child should bring any drug, legal or illegal, to school. In exceptional circumstances a child may need to take medication during the school day. In these circumstances a care plan is drawn up and strict procedures are followed. (See administration of medicines policy).

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.

2.22 Possession of Dangerous Items

It is the policy of this school that no child should bring any knife or other implement that could be dangerous in school. The school will take very seriously possession of any such object. The parents or guardians of any child involved will always be notified. Any child who deliberately brings an object 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.

3 Monitoring and review

3.1 The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

3.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head teacher 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 lunchtimes. Midday Supervisors give written details of any incident in an incidents book, this is given to the Head teacher who signs it and records action taken.

3.3 The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

3.4 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 seeks 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.

3.5 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.

Appendix 1

We are gentle

We are kind and helpful

We listen

We are honest

We are respectful

We try our best

We work hard

We treat others as we would like to be treated.