



Behaviour Policy

AIMS:

To promote high standards of behaviour, both for learning and conduct, by developing mutual respect and trust.

IMPORTANCE OF GOOD BEHAVIOUR:

When behaviour is good, children are happy. They play and talk together without arguing. They can talk openly to each other and to adults, learning from each other. They learn to respect each other and those in their wider community. This is important in itself and also leads to good work and outcomes in school.

ENCOURAGING GOOD BEHAVIOUR:

This is recognised as the norm. We encourage all members of our school community to be responsible for their own good behaviour, set high expectations and a good example to others. Adults are open, honest and fair with children and keep their promises. We expect that children will have respect for others, their property and environment and know how to conduct themselves both in and out of school. Though a child's behaviour may be criticised, the child is not. In our Church school, good conduct behaviour is actively encouraged through study of our Christian values, and through work in all subjects, but especially RE, PSHCE, whole school worship/assemblies, School Council and our pupil Collective Worship Committee. We provide a safe, supportive environment in which pupils learn about friendship, forgiveness, responsibility, respect, trust and humility. In an atmosphere of mutual trust, children can share any worries or incidents and learn to model and positively support good behaviours in others.

Good behaviour for learning is encouraged in all lessons through our approach to teaching and learning, which helps children to become good listeners, communicators and independent, active learners.

REWARDS:

We operate a **positive behaviour management system** in school. The pupils are involved in setting the school's rules at the start of each new school year and are helped to understand how to keep these. They agree a shared charter of rights and responsibilities, which is displayed and regularly referred to in each class, and are rewarded for following these through our achievements awards and house points commendation system. They are encouraged to help each other to follow their charter and to set a good example.

SANCTIONS:

- The 'look' is given to deter the child from misbehaving.
- A verbal warning is given.
- The incident of misbehaviour is discussed with the child.

- The child may be removed from the situation/others. They may need a short amount of 'time out' to reflect on their behaviour.
- During lunchtime outdoor break, a system of showing the pupil a yellow card (warning), followed by red card (pupil to be sent to see staff inside school) is used by our midday supervisors
- The child will be asked to apologise or may be asked to write a letter of apology.
- The child may lose some playtime or other privilege.
- If in class, the child may be asked to write their name up on the board, and is then allowed to rub it off when behaviour improves.

IF MORE SERIOUS:

- The child may have a talk with the head teacher.
- Parents may be contacted.
- In more serious cases, the incident will be recorded in the school's Behaviour Incident Book, in the child's presence.
- If a child is physically hurting another or themselves and ignores being told to stop, staff may have to intervene to prevent further hurt or danger. Our Child Protection policy includes a statement on physical restraint. This school follows DCSF guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. Three of our support staff (Rebecca Hodds, Kirstie Halliwell and Jenny Smith) are currently trained in 'Team Teach' techniques, which teach safe use of restraint if required.
- In consultation with the SENCo, outside agencies may need to be brought in to help support school and parents in managing the child's behaviour.

In the unlikely event of something even more serious, then the Head teacher, in consultation with Governors and the Local Authority, would consider the suspension or exclusion of the child (see Appendix for Guidance). Any incident deemed to be racist is also recorded formally and may be reported to the Local Authority.

BULLYING:

One or more children persistently upsetting another child/ren may constitute 'bullying'. Our school definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others." This may be verbal, physical, psychological or via ICT/social media. The school's response to this is unequivocal.

Adults must be informed immediately and action will take place.

We operate a clear anti-bullying policy in school; this behaviour is not tolerated. Although bullying in this school is rare, the school will always act swiftly with a process of investigation, communication and action. All information about and allegations of bullying are taken very seriously. Complaints will be dealt with promptly and confidentially, allegations will be investigated fully and parents will be informed.

MONITORING: The head teacher is responsible for monitoring this policy and reporting any recorded serious behaviour and racist incidents to the governors in her termly report to them.

Policy revised AMW & adopted by Governors, October 2016 & to be reviewed annually

Appendix : Guidance on Suspension and Exclusion of pupils

The head teacher has the responsibility for giving fixed-term suspensions or exclusions 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. Decisions to suspend and/or permanently exclude are only taken after the school governors have been notified. The Local Authority may also be consulted for advice.

Fixed-term and permanent exclusions

- Only the head teacher (or the acting head teacher if the head teacher is not available) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil 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 pupil, she 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 in writing against the decision to the governing body.
- The head teacher informs the Local Authority 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 pupil or extend the exclusion period made by the head teacher, but may advise the head teacher in making the decision to exclude and may reduce or end the exclusion - see below.
- In the event of an exclusion, the governing body would need to form 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 this appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.