



Learning for Life 'in all its fullness' (John 10:10)

Behaviour Principles Statement & Policy

Approved by	
Name:	Governing Body
Position:	Governing Body
Signed:	<i>Governing Body</i>
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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 be an excellent example to others. Adults are open, honest and fair with children and keep their promises. Voices should not need to be raised. 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, RHE, 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, peace, perseverance, responsibility, respect, courage, trust, hope and humility. They learn to make the best choices for their own behaviour and that our actions have consequences. 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.

For those pupils who require more support with managing their behaviour, specific behaviour plans are in place, which should be referred to by all staff.

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. 'Ready to Learn' ladders are also used in each class as a visual display to promote good behaviour for both conduct and learning.

SANCTIONS:

- The 'look' is given to deter the child from misbehaving.
- A verbal warning is given or yellow card shown to the child if during breaks or lunchtime.
- The incident of misbehaviour is discussed/investigated with the child/ren involved.
- The child may be removed (told/asked to move) from the situation/others. They may need a short amount of 'time out' to reflect on their behaviour. Another adult may be used to help diffuse the situation if needed.
- The child will be asked to apologise.
- The child's usual class teacher may be told about the incident if it happens out of normal class time/time with another staff member/break or lunchtimes.
- The class teacher may decide to ask the child to write a letter of apology and/or draw/write about what happened, why and what it would have been better to do.
- The child may lose some playtime (timed with a sand timer, which they watch) or other privilege (decided by the teacher).
- If in class, the child's name will be moved down the 'Ready to Learn' ladder (ideally by the child themselves), but always with the understanding that they should do their best to earn back a move 'up the ladder' again, by making better behaviour choices.

IF MORE SERIOUS:

- A red card is shown to the child if during breaks or lunchtime and the child is taken inside for immediate 'time out' and to see their class teacher/senior staff member (depending on severity of incident).
- The child may have a talk with the head teacher.
- Parents may be contacted. In class, the child's name is moved down to 'Talk to Parents'.
- In more serious cases, the incident will be recorded on a Behaviour Incident Log/ ABC Record, ideally in the child's presence. These are now electronic so that they can be more easily shared between staff and as a record for any assessment/Early Help form etc, which may be needed to seek additional support if behaviour continues to be an issue.
- If a child is physically hurting another or themselves, or is damaging equipment/property 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. We follow 'Team Teach' training and 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. In cases of abuse, the Safeguarding Hub should be contacted for advice and/or referral (see our Child

Protection & Safeguarding Policies). In cases of serious violence, the Police will be called.

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 reviewed June 2021

Policy reviewed June 2022

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 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.
- All exclusions, however short or longer, are recorded and the head teacher reports to governors termly, via the head teacher's report to full governors' meetings, on the number and type of any exclusions.
- 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 a permanent exclusion, or any fixed-term exclusion of more than 15 days in a term, the governing body would need to form a discipline committee which is made up of between three and five members. This committee meets to consider whether or not to uphold the exclusion or reinstate the pupil and to consider any exclusion appeals on behalf of the governors.
- When this governors' discipline committee 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' discipline committee decides that a pupil should be reinstated, the head teacher must comply with this ruling.
- An independent appeals panel may also be called to review cases where the parents have appealed against a permanent/longer than 15 days-in-a-term exclusion.
- For statutory guidance on exclusions, see the DfE document 'Exclusion from maintained schools, academies and pupil referral units in England.' (Sept. 2017) and Cumbria County Council's exclusion model letters (copies in school). The DfE guidance, CCC procedures and advice from the LA Access and Inclusion officers will be followed in all exclusions.