



Scalford C of E Primary School

Behaviour Policy 2016

Also see Attendance, Inclusion, Anti-bullying policies, Exclusions, Physical Restraint & Positive Handling Policy

The School Curriculum Development Committee on behalf of the Governing Body of Scalford C E Primary School adopted this policy in April 2016. It will be reviewed again in 2018.

Headteacher: Mrs M Waring
Chair of Governors: Mr A Cox
Date: 13.04.16

Signed copy in school office

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social, spiritual and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults and to know how to make positive contributions to our community and wider society.

Good behaviour should be promoted in a consistent way in order for the children to feel safe and secure, the school to be orderly and to set the tone for learning. Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour.

The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is therefore designed to promote good behaviour, rather than merely deter anti-social behavior.

AIMS

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. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims:

- To provide a framework for a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- To encourage everyone to act with courtesy, kindness, honesty and consideration.
- To encourage independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure a calm, positive, working atmosphere where the boundaries of acceptable behaviour are clear to all.
- To build the child's self esteem by placing the emphasis on praise and reward.
- To promote an environment in which everyone feels happy, safe and secure.
- To promote our Christian values, as a Church of England school through fairness, consistency and working with every individual.

THE ROLE OF STAFF

- To endeavour to raise children's self-esteem and develop their full potential academically, socially and morally – leading to citizens of the future.
- To treat all pupils fairly and with respect.
- To maintain a friendly, professional and secure environment.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To respect and acknowledge people's differences.
- To promote a positive work ethos and professional relationships.
- To have high expectations of the children with regard to behaviour, and strive to ensure that all children achieve to the best of their ability.
- To seek support and advice from the Head teacher as required.

THE ROLE OF THE HEADTEACHER

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.
- Keeps records of all reported serious incidents of misbehavior.
- Has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

THE ROLE OF THE PARENT

Parents have a vital role in fostering good behaviour. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the School Prospectus, and we expect parents and carers to understand and

support them.

Difficult behaviour is frequently linked to poor school performance and parents must understand the importance of ensuring that children take their schoolwork seriously.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions for poor behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the head teacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

THE ROLE OF THE CHILDREN

Children will be consistently reminded of appropriate behaviour both in and around school. All children will be encouraged to respect and care for themselves and other people, to ensure a more happy and positive environment for everyone. We emphasise the positive and consistently praise good behaviour, but we will not ignore poor behaviour.

The general classroom guide for good behaviour is:

- Treat others with respect
- Be honest with yourself and others
- Listen carefully when people talk
- Be kind, polite and helpful
- Allow ourselves and others to try their best!

THE ROLE OF THE GOVERNORS

The governing body has the responsibility for agreeing as policy 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 should take this into account when making decisions about matters of behaviour.

GENERAL GUIDANCE

The effectiveness of sanctions comes through them being exercised following a warning. The teacher's response should be appropriate to the behaviour. When implementing sanctions, staff should be firm and clear and also consistent with the school expectation that all children are treated with respect.

The teacher should make it clear that it is the behaviour rather than the child that is to be punished. However, the child should always be reminded of the responsibility for their behaviour. The child should be given the opportunity to discuss their behaviour, during the behaviour management process, so that they begin to recognise their actions and are given the opportunity to improve their behaviour, through self reflection, alongside a clear behaviour management system. Class punishments should be avoided whenever possible.

Targets should be set for behaviour. It may be appropriate to give a child the opportunity to avoid punishment if their behaviour is adjusted. Staff should be aware of children's entitlement to the National Curriculum and that no child may be deprived of food through sanctions imposed at dinnertime.

Significant or persistent poor behaviour should be recorded by staff in class / school "Behaviour Log Book" which must be easily accessible to the Head teacher who will regularly monitor behaviour.

INCLUSION

Our aim at Scalford Church of England Primary School, is to be an inclusive school. We recognise that all children have individual needs, and in some cases, it may be appropriate to provide alternative behavioural structures, such as:

- Individual reward systems
- Individual targets/rules
- Regular monitoring by staff and the Headteacher and reports to parents/carer.

Persistent poor behaviour should be reported to the SENCO / Head teacher so that if required, additional behavioural support may be available from external agencies.

MOVEMENT AROUND SCHOOL

Due to the layout and space within the school, good behaviour when moving around the school is crucial. To promote this:

- All staff “meet and greet” children as they enter the school in the morning in order to begin each day in a positive way.
- Whenever children return from break/lunch, staff will be in their classroom to welcome children back in.
- Teachers are to ensure that all children move around the school in a calm, orderly way, re-enforcing “good habits”. Children should be reminded of this throughout the year and give reasons why we expect this.
- Before they leave, all members of staff should ensure that their class are sat quietly and calmly in the classes / assembly etc.
- Children should be quiet and calm before leaving and before returning to school at lunchtimes.

MOVEMENT OUTSIDE OF SCHOOL (link to lunchtimes and PE at village hall)

- All staff should be aware of the importance of good behaviour, especially when crossing roads.
- Children should be encouraged to be calm, quiet and attentive when crossing roads.
- Rewards such as House Team points, will be used as a positive reward system to encourage good behaviour walking to and from the village hall and whilst in the village hall.
- The school rules, rewards and sanctions still apply when at the village hall and walking to and from.
- The teacher/Headteacher will be in charge during the lunchtime period and they will report back to relevant teacher/Headteacher where appropriate, as soon as they have returned to school.
- Supply staff and PE coaches, in charge, will be responsible for behaviour management during any time off the school premises, such as the village hall during PE or school visits, as above.

POSITIVE REWARDS

At Scaford Church of England Primary School, we seek to celebrate the positive behaviour displayed by our pupils. As a result there are numerous ways in which children can gain positive reinforcement and encouragement. These are:

- Oral praise and feedback
- Stickers
- Certificates from the Headteacher
- Name in the Golden book e.g. for excellent work, effort etc.
- Star of the week – for an outstanding contribution or effort.
- House team points
- Merits for Upper Key stage Two

The school acknowledges all the efforts and achievements of children, both in and out of school. The School values information regarding children's wider achievements beyond school, thereby recognising personal endeavor and positive motivation.

SANCTIONS

For school to create and maintain a positive learning environment, the child must be aware of sanctions and to understand that for all actions there are consequences. The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We follow a simple Green (for great), Amber (warning) and Red system if children choose not to follow school rules. Children will be sent to the Headteacher if poor behaviour persists when they have been placed on the Red board. A log will be kept by the class teacher and shared with the Headteacher on a regular basis to check those children persistently on the Amber or Red board. This will help inform both the teacher and Headteacher of behaviour patterns and they will be able to decide on an action plan to help modify them.

Children who appear on the Green board regularly will be rewarded accordingly.

In some circumstances, it may be appropriate for a time out to occur during a lunchtime or playtime. If this is the case, during the loss of break/lunchtime the class teacher must ensure adult supervision.

For persistent/more significantly poor behaviour the following sanctions may be applied:

- Parents/Carers to meet with class teacher and Head teacher (if appropriate)
- Formal letter home
- Lunchtime exclusion

ONLY IN THE MOST EXTREME CIRCUMSTANCES WOULD THE FOLLOWING APPLY

- Temporary or permanent exclusion.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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.

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 of any kind from others.

Use of Reasonable Force – please also refer to Physical Restraint & Positive Handling Policy

- *All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils – Guidance (DCSF 2010)*, and the recent non-statutory advice issued by the Department for Education in July 2011. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.*

Fixed and Permanent Exclusions

We are an inclusive school and do not wish to exclude any child, even when the exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

Monitoring

The Headteacher 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.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records more serious incidents which have resulted in his/her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

Policy to be reviewed every two years.