



Behaviour Policy

Date created: September 2017

Date ratified: January 2018

Signed:

A handwritten signature in blue ink, appearing to read "Jew", is written above a horizontal line.

Chair of Governors

Signed:

A handwritten signature in black ink, appearing to read "C.M. Gardner", is written above a horizontal line.

Headteacher

Date reviewed: September 2018

Name of reviewer: Caroline Gardner

1 Aims and objectives

St Giles' believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to:

- ✚ Promoting desired behaviour.
- ✚ Promoting proper regard for authority and positive relationships based on mutual respect.
- ✚ Ensuring equality and fair treatment for all.
- ✚ Praising and rewarding good behaviour.
- ✚ Challenging and disciplining poor behaviour.
- ✚ Providing a safe environment, free from disruption, violence, discrimination or bullying.
- ✚ Encouraging positive relationships with parents/carers.
- ✚ Promoting a culture of praise and encouragement in which all pupils can achieve.
- ✚ Helping children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

2 Pupil Expectations

Pupils will be expected to follow our school rules which requires pupils to:

- ✚ Conduct themselves around the school in a safe, sensible and respectful manner.
- ✚ Follow instructions given by teachers and support staff both in the classroom and on the playground.
- ✚ Treat all staff and pupils with kindness and respect - in a way that you would like others to treat you.
- ✚ Follow classroom rules and procedures.
- ✚ In class, allow others to learn. This means listening carefully, following instructions, being polite at all times and not distracting others from their learning.
- ✚ Complete classwork as requested.
- ✚ Take care of the school building and its equipment.

3 Rewarding good behaviour

We praise and reward children for good behaviour in a variety of ways. Many of these systems are an integral part of the school but teachers also employ their own class specific rewards. These include:

- ✚ Verbal praise.
- ✚ 'Pupil of the Week' awarded to one child from each class each week. These children receive a certificate and prize in the school celebration assembly.
- ✚ 'Citizenship Award' is given to one child per phase each week and is celebrated in the same way as Pupil of the Week.
- ✚ Stickers.
- ✚ 'Golden Time'.
- ✚ House points.
- ✚ Allowing a child to choose an activity to do with a friend.
- ✚ Behaviour charts.

4 Interventions and Sanctions

Breaking school rules and demonstrating unacceptable behaviour may result in employing sanctions to ensure a safe and positive learning environment exists for all. Teachers and support staff apply each sanction appropriately to each individual situation.

In the classroom

The class teacher discusses the school rules with each class and as a result, every child in the school knows the standard of behaviour that we expect in our school. Persistent poor behaviour may be discussed during PSHE or an assembly.

Listed below is an indication of a possible progression of sanctions, though children will not necessarily move through every step in the order listed.

- ✎ The teacher will tell the pupil to modify their behaviour, explaining why their behaviour is unacceptable.
- ✎ If the behaviour continues, the pupil is moved away from their normal position.
- ✎ Further poor behaviour may require the pupil to sit out of the activity and be sent to another classroom (usually that of the phase leader).
- ✎ If a pupil misses an activity in a lesson due to poor behaviour, they will be required to complete the work in their playtime.
- ✎ We expect children to try their best in all activities. If they do not, they may be asked to redo a task which may require them to miss some of their playtime.
- ✎ If a child misbehaves repeatedly, their poor behaviour will be logged in the classroom Behaviour Book and the Headteacher or Deputy Headteacher will be informed.
- ✎ Should a child have to be spoken to more than once about poor behaviour, Golden Cards are removed from them. Losing five Golden Cards in a week results in the pupil being withdrawn from Golden Time activities.
- ✎ If a child repeatedly acts in a way that disrupts or upsets others, the class teacher will contact the child's parents to discuss the situation.
- ✎ It may be necessary to set up regular parental consultations in order to support the pupil in improving their behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session, removing them from the classroom. In this instance, the Headteacher or Deputy Headteacher will be called upon for support and appropriate action will be taken to discipline and support the pupil.

Senior Management Team Involvement

The Headteacher, Deputy Headteacher and other SMT members may be involved in supporting a class teacher in a variety of different ways. These may include:

General Support

- ✎ Taking a child for a 'time out' if they have been asked to leave their classroom due to poor behaviour.

- ✎ Giving advice about appropriate follow-up sanctions.
- ✎ Supporting a class teacher during parental discussions.

If a child is causing concern over a period of time, further support may be requested, such as:

- ✎ A child may be kept in at break or lunch time
- ✎ Imposing additional sanctions such as withdrawal from school activities or visits.
- ✎ Deciding on whether to seek advice from external agencies.
- ✎ Enforcing fixed-term or permanent exclusions.

Break and Lunchtime

- ✎ Minor incidents will be dealt with verbally by staff members on duty. Most minor incidents will not be formally recorded.
- ✎ If a serious incident has occurred, or the poor behaviour is recurrent, then an 'Incident Form' will be completed and passed to the class teacher of the child who has misbehaved. The class teacher will follow this up and may involve either the Headteacher, Deputy Headteacher, Pastoral Support or the child's parents. Follow-up action will be annotated on the incident form.
- ✎ Additional sanctions, such as missing future break or lunchtimes may be appropriate and will be organised by the class teacher. The incident form will be annotated accordingly.
- ✎ Serious incidents will be recorded in the class Behaviour Books which are monitored half termly by the Headteacher.

The school does not tolerate bullying of any kind. If we discover an act of bullying it will be dealt with in accordance with the Anti-Bullying Policy.

5 Roles and Responsibilities

The Governing Body will:

- ✎ Have overall responsibility for the implementation of this policy.
- ✎ Ensure this policy does not discriminate on any grounds.
- ✎ Review the effectiveness of the policy.
- ✎ Handle complaints regarding this policy as outlined in the school's Complaints Policy.

The Headteacher will:

- ✎ Be responsible for the day-to-day implementation of the behaviour policy, ensuring consistency throughout the school.
- ✎ Report to governors, when requested, on the effectiveness of the policy, taking into account the health, safety and welfare of all children in the school.
- ✎ Set the standards of behaviour and support staff in their implementation of the policy.
- ✎ Monitor classroom Behaviour Books half termly.
- ✎ Have 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 only taken after the school governors have been notified.

Class Teachers will:

- ✎ Ensure school rules are enforced in their classes.
- ✎ Record recurrent or serious behaviour incidents in the class Behaviour Book.
- ✎ Report recurrent or serious behaviour incidents to the Headteacher or Deputy Headteacher.
- ✎ Report to parents about poor behaviour of a child.
- ✎ Liaise with external agencies, as necessary, to support and guide the progress of each child.

Other staff, including teachers, support staff and volunteers will:

- ✎ Be responsible for following the policy and for ensuring pupils do so too.
- ✎ Ensure school rules are enforced throughout the school.
- ✎ Ensure the policy is implemented fairly and consistently.
- ✎ Treat all children with respect and understanding.
- ✎ Create a supportive learning environment, modelling positive behaviour.

Parents/Carers will:

- ✎ Promote positive behaviour for learning by working collaboratively with the school.
- ✎ Be aware of the school rules and support them.
- ✎ Take part in active dialogue if there are concerns with their child's behaviour.
- ✎ Attend scheduled meetings to support their child in developing appropriate behaviour.

6 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 guidance from **Exclusion from maintained schools, Academies and pupil referral units in England 2015 update** and we refer to this guidance in any decision to exclude a child from school.
- ✎ Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher 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 Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- ✎ If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the LA and the governing body about any exclusions beyond five days in any one term.
- ✎ 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 exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

- ✎ If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

7 Physical Intervention

All members of staff are aware of the regulations regarding the use of 'reasonable force', as set out in the DfE document, Behaviour and Discipline in Schools: Advice for Headteachers and School Staff, January 2016. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions taken are in line with government guidelines on the restraint of children.

Who can use reasonable force?

- ✎ All members of staff have legal power to use reasonable force.
- ✎ 'Staff' can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school visit.

What is reasonable force?

- ✎ A broad range of actions that involve a degree of physical contact with pupils.
- ✎ 'Reasonable' means using no more force than is needed.
- ✎ Force is usually used to control or restrain. Eg guiding a pupil to safety by the arm or breaking up a fight where a pupil needs to be restrained to prevent injury.
- ✎ Staff will always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

Some examples (though this is not an exhaustive list) of when reasonable force may be used are:

- ✎ To prevent pupils from hurting themselves or others.
- ✎ To prevent damage to property.
- ✎ To control or restrain pupils during physical outbursts.
- ✎ To remove a disruptive child from the classroom when they have refused to follow an instruction.
- ✎ To prevent a pupil from attacking a member of staff or another pupil.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

8 Power to discipline beyond the school gate

The governing body confirm that the Headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

- ✎ Pupils taking part in school visits.
- ✎ Pupils taking part in school organised after-school activities away from the school site.
- ✎ Pupils taking part in residential visits.
- ✎ Pupils travelling to and from school.

9 Monitoring and review

- ✿ The head teacher monitors the effectiveness of this policy on a regular basis, reporting findings to the governing body and, if necessary, makes recommendations for improvements.
- ✿ The school keeps informal and formal records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher reviews those incidents half termly.
- ✿ Any serious incidents that occur at break or lunchtimes are recorded on an incident form and passed to the class teacher for follow-up action.
- ✿ The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- ✿ It is the responsibility of the governing body to monitor the rate of suspensions and exclusions.
- ✿ The governing body will pay particular attention to matters of racial equality; it will seek 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.
- ✿ The governing body reviews this policy every year. 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.

The date of the next review is: September 2018

ST GILES' CHURCH OF ENGLAND PRIMARY SCHOOL

Incident form

Child's Name:	Class:
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Day and Date of incident:	Time:	Place:
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Witness(es) / others involved in incident:
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Details of the incident. (Eg Before the incident, what led to the behaviour? What exactly did the child do? Why did they do this? What were the child's views? Was anyone hurt? Was first aid given? etc)

Form completed by:	Date:
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Form passed to (class teacher):	Date:
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Follow-up action taken:

Headteacher signature:	Date:
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