



# Behaviour Policy

**July 2018**

(To be reviewed annually)

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## **1 Aims and Expectations**

- 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. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Children are encouraged to apologise for inappropriate behaviour and also to forgive others.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7** At Armitage C. of E. Primary, we have adopted the restorative approach. The most important part is the emphasis of the school as a listening culture, the way adults talk and listen to children is very important. The children need to understand that everybody will have their say and everybody will be listened to and respected. Circle Times are a very important part of communication in the school and we try and have at least one circle time in each class every week.
- 1.8** Older children are trained as peer mediators and help to sort out disputes between younger children while modelling positive behaviour. We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. By giving children responsibility and a chance to make decisions, we try to build self esteem and the foundation of good citizenship. Older children are also given responsibility to buddy younger children which creates a positive caring attitude towards others. Where a child may be struggling with an issue peer mentors can be used to support.
- 1.9** We also timetable peer massage/relaxation/guided visualisation after breaktimes throughout the whole school. This strategy helps to reduce children's stress levels, aggression and bullying. Peer massage is an effective tool for improving a child's mental health and has also been shown to improve the children's concentration and self-confidence. Children are empowered to make choices and develop respect for the needs and feelings of others.

**1.10** Whilst this Behaviour Policy mainly refers to behaviours of children within the school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behavior when children are:

- Taking part in any school organized or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behavior is criminal or causes threat to a member of the public, the police will always be informed.

## **2 Rewards and punishments**

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

- Staff congratulate children.
- Each week there is a Golden Time sessions for children with less than 15 minutes.
- Staff give children stickers/notes to take home.
- Each week we nominate a child from each class to be 'Star of the Week'.
- Each 'Star of the Week' receives a certificate in the school assembly.
- We distribute merits/dojo points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to lead an assembly where they are able to show examples of their work.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

**2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or give them minutes. Minutes are given to children in multiples of 5, and children have to give up their some of their playtime to do their minutes.
- If a child is disruptive in class, the member of staff will explain the consequences if the behaviour continues to him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. This may be recorded in the school's Discipline Book. If this is the case, a letter is sent home and the child misses their dinner playtime for one day. They will also miss their Golden Time.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the member of staff stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the member of staff records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This kind of behaviour may be recorded in the school's Serious Incident Book. This will result in a letter home, a meeting with the parents/carers and the child spending time in another class for 1 or 2 days. It may also result in a temporary seclusion/exclusion.

**2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are 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/other member of staff discusses these with the whole class during circle time.

**2.5** 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.

**2.6** 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.

**2.7** Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans
- Support from the Inclusion manager and identified staff
- Small group work/1:1 support in self-esteem, emotional literacy, anger management, art therapy, gardening therapy, etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as an Educational Psychologist, Behaviour Specialist, etc.

### **3 The role of the class teacher**

**3.1** 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.

- 3.2** 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.
- 3.3** 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. We therefore expect that all staff will interpret policies on an individual basis with each child especially those with additional needs that affect their behaviour such as ASD and ADHD. We may have to treat some children individually to ensure we have managed their behaviour fairly. This could involve pastoral behaviour plans, individual behaviour support plans and/or individual applied strategies. Any differences to the application of this policy for these children will be conducted in consultation with parents/carers, school and relevant agencies.
- 3.4** 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 by warning the child and then giving minutes. The child has to give up some of their playtime to do their minutes. If the misbehaviour continues, more minutes are added (5 minutes at a time). However, if misbehaviour still continues, the class teacher seeks help and advice from a senior member of staff or the headteacher. For children in the Foundation Stage, the child will be given a warning. If the misbehaviour continues, the child is brought away from the activity to another activity. If further intervention is required, the child then has to work alongside an adult and if necessary, the child will be sent to sit quietly for 2 to 5 minutes in a quiet area.
- 3.5** 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 a social worker.
- 3.6** The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **4 The role of the headteacher**

- 4.1** It is the responsibility of the headteacher 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The headteacher 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 headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **5 The role of the Inclusion Manager**

- 5.1** Some children need extra support to help them with their emotional development. The school supports children who have barriers to their learning and works with parents and children to overcome those barriers. The Inclusion Manager oversees this process.
- 5.2** For children with Special Educational Needs an individual behaviour programme will be established in consultation with parents, the child and the class teacher. All staff will be aware of the programme and will support the implementation. The Inclusion Manager oversees this process.

## **6 The role of parents/carers**

- 6.1** The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.
- 6.2** We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 6.3** We expect parents/carers 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.
- 6.4** If the school has to use reasonable sanctions to discipline a child, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **7 The role of governors**

- 7.1** 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 headteacher in adhering to these guidelines.
- 7.2** The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **8 Fixed-term and permanent exclusions**

- 8.1** 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 School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions](http://www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions)

- 8.2** 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.
- 8.3** If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers 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.
- 8.4** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.5** The governing body itself cannot exclude a child.
- 8.6** 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.
- 8.7** 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 LA, and consider whether the child should be reinstated.
- 8.8** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **9 Drug- and alcohol-related incidents and other prohibited items**

- 9.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school, or any of the prohibited items listed below (see 9.7). If a child will need medication during the school day the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a member of staff.
- 9.2** 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. Action taken will be at the discretion of the headteacher and other agencies would be informed as appropriate.
- 9.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 9.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs or any of the prohibited items (see below – 9.7). Action taken will be at the discretion of the headteacher and other agencies would be informed as appropriate.
- 9.5** If the offence is repeated, action taken will be at the discretion of the headteacher and other agencies would be informed as appropriate.



- 9.6** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.
- 9.7 School staff have the power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage property and any item banned by school rules which has been identified in the rules as an item that may be searched for ('prohibited items').
- 9.8 The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'. Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

## **10 Pastoral care for school staff accused of misconduct**

- 10.1 All children and adults have a fundamental right to be protected from harm. All allegations will be taken seriously. All staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. As a result of this role however, staff are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplace or malicious.
- 10.2 All allegations are dealt with fairly, consistently and quickly, and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.
- 10.3 If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer will be informed and will refer the matter to Local Authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.
- 10.4 If an allegation is shown to have been deliberately invented or malicious, the headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including a situation where the individual concerned was not a pupil.
- 10.5 The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

## **11 Monitoring and review**

- 11.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 11.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents, firstly in the class Minute Book, then the Discipline Book, which the deputy headteacher keeps. More serious incidents are recorded in the Serious Incident Book which the headteacher keeps. We also keep a record of any incidents that occur at lunchtimes: lunchtime supervisors give written details of any incident in the SLO's incidents book.
- 11.3** The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.4** 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 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.
- 11.5** **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.**

**Signed: Miss S Proffitt (Deputy Head)**

**Date: July 2018**