



Managing Behaviour

(statutory policy)

1 AIMS:

- 1.1 It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. The school is a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to explain the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This behaviour policy 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, considerate and successful way as detailed in the School Values.
- 1.2 The school expects every member of the school community to **follow our School Values** (RESPECT). All children are treated fairly and this behaviour policy is applied in a consistent way. 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. 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.
- 1.3 The class teacher discusses the school values with each class. In addition to the School Values, each class also uses the Gem Powers and the Emotional Coaching strategies.

2 REWARDS:

Children are praised and rewarded for good behaviour in a variety of ways:

- individual children are praised for behaviour such as politeness and good manners around school;
- children are awarded individual house points;
- children receive individual stickers and class Gems for following the School Values;
- all the efforts and achievements of children, both in and out of school, are acknowledged. A weekly 'Children's Assembly' celebrates achievement in and out of school. Children are invited to share important news and awards as well as use the assembly as a showpiece for an individual/group talent;
- Headteacher's Certificates are awarded at children's assemblies each week to celebrate positive achievements along with other ad hoc awards as appropriate.



3 CONSEQUENCES:

The school employs a number of consequences to enforce the School Values, and to ensure a safe and positive learning environment. Each sanction is applied appropriately to each individual situation.

- 3.1 Reminder** - Each child is expected to listen carefully in lessons and allow staff to teach and other children to learn. If s/he does not do so, they are reminded of what behaviour is expected.
- 3.2 Explanation** - If the child continues to disrupt the lesson, s/he will be told that if s/he continues to choose to continue with the (named) unacceptable behaviour then s/he will be moved within the classroom. The child will either be moved to a place nearer the teacher / support staff, or sit on his/her own.
- 3.3 Removal** - If the child continues to misbehave they will be told that they have chosen to continue with the (named) unacceptable behaviour then they will need to leave the class for a specified period of minutes (a time will be specified at that time).

The consequences for the child's poor behaviour choices will be in three stages. The severity of the child's poor behaviour choice will determine which stage they are given.

Stage 1 - Child misses one playtime (morning or lunchtime). The child will be expected to sit on a nominated bench on the school playground by themselves.

Stage 2 - Child misses both playtimes (morning and lunchtime). The child will be expected to sit on a nominated bench on the school playground by themselves.

Stage 3 - Child put on school behaviour report for one week. The report chart will be kept by the child and they'll be expected to ask an adult to sign the chart (also add sad/smiley face). This will enable the adults and child to have a daily record. The child's parent will be informed immediately. The behaviour chart will also go home with the child each day. The child will miss the first day's playtimes (Stage 2) and then be restricted to the smaller playground by the KS1 classes. At the end of the week the child's behaviour choices will be discussed with them.

4 AGGRESSION:

- 4.1** The safety of the children is paramount in all situations. A zero tolerance of physically aggressive behaviour is in operation.
- 4.2** If a child's behaviour endangers the safety of others, the child is immediately removed from the classroom/ playground and internally excluded. Parents are informed immediately and a meeting arranged with the class teacher and a member of the Senior Leadership Team [SLT] to discuss the way forward.



4.3 If a child threatens, hurts or bullies another child, the class teacher records the incident and the child will receive an appropriate consequence decided upon at that time.

5 BULLYING:

5.1 The school does not tolerate bullying of any kind and does all it can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Any act of bullying or intimidation results in immediate action to stop any further occurrences of such behaviour. DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

5.2 Whilst it is very difficult to eradicate bullying, staff do everything in their power to ensure that all children attend school free from fear. A consistent response to any bullying incidents ensures all those connected with the school are aware of our opposition to bullying, and each person's responsibilities with regard to the eradication of bullying in the school are made clear.

5.3 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the PHSE/RSE curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Teachers praise, reward and celebrate the success of all children, to create a positive atmosphere.

5.4 Teachers who witness an act of bullying will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. Any adult who witnesses an act of bullying should refer it to the Headteacher.

6 THE ROLE OF THE CLASS TEACHER:

6.1 It is the responsibility of class teachers to ensure that the school values are supported in their classes and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and promote the School Values consistently. The teachers treat all children in their classes with respect and understanding.

6.2 If a child misbehaves repeatedly in class, a record is kept of all such incidents in the class. In the first instance, the class teacher deals with incidents in the normal manner. If misbehaviour continues, the class teacher seeks help, support and advice from the Headteacher.



- 6.3** The class teacher will deal with any bullying taking place within a class immediately. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. Support is also provided to the child who was bullied as appropriate.
- 6.4** All members of staff, as available, attend training which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

7 THE ROLE OF THE HEADTEACHER:

The Headteacher keeps records of all reported serious incidents of misbehaviour (including bullying), and supports the staff by setting the standards of behaviour; by implementing the policy, and by supporting staff in their implementation of the policy. 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 misbehaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Chair of Governors has been notified.

8 THE ROLE OF PARENTS/CARERS:

- 8.1** The school communicates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents are expected to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. The school tries to build a supportive dialogue between the home and the school, and informs parents immediately of concerns about their child's welfare or behaviour. If parents 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 Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the governors.

- 8.2** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

9 THE ROLE OF GOVERNORS:

- 9.1** The Governing Body has the responsibility of overseeing these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Headteacher in implementing these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.



Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher may take this into account when making decisions about matters of behaviour.

9.2 The Governing Body supports the Headteacher in all attempts to address the causes of bullying and the issues that surround it. It monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

10 RESTRAINT:

10.1 The Education Act (2011) and the 'Use of reasonable force in schools' (2013) clarifies the powers of teachers, and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption. 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 that we take are in line with government guidelines on the restraint of children.

10.2 Children should be:

- given time to calm down,
- encouraged to co-operate,
- removed from a situation where another child has lost control and cannot be moved,
- given an opportunity to talk through their feelings and responses, and
- Guided in using appropriate responses in school.

10.3 If a child is refusing to co-operate with a member of staff, then the following procedures should be followed:

- tell the child to stop and remind them of the consequences,
- notify the Headteacher/Deputy Headteacher,
- talk calmly to the child if appropriate until another member of staff arrives,
- ensure any objects that might be misused by the child are removed from the situation where possible,
- encourage the child to go to a safe area to calm down away from any audience,
- remove other children from that area if necessary,
- monitor carefully what the child does and where they go until assistance arrives,
- **Only use restraint following the guidelines as a last resort.**



10.4 All incidents must be recorded and brought to the attention of the Headteacher.

11 FIXED TERM AND PERMENANT EXCLUSIONS:

11.1 No-one wishes to exclude any child from school, but sometimes this may be necessary. Any exclusion will be in accord with the guidance laid down in the Department for Education document 'Exclusion from Maintained Schools, Academies and Pupil referral Units' effective from September 2017.

11.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. They 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.

11.3 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 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.

11.4 The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

11.5 The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. When necessary the Governing Body appoints an appeals panel made up of between three and five members. This panel considers any exclusion appeals on behalf of the governors.

11.6 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the Local Authority, 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.

12 RECORDS:

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor incidents. The Headteacher records those incidents where a child is sent to him/her on account of unacceptable behaviour. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.



13 MONITORING AND REVIEW:

- 13.1** The Headteacher in conjunction with the Senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.
- 13.2** 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 equality.

Management of Policy

Governing Body: The Governing Body reviews this policy annually but may do so earlier in the light of new Government regulations, receipt of recommendations on how it might be improved, or to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Approval: Approved by the Governing Body on 12th December 2022.

Next review due: December 2023.

Signed

Headteacher *Antony Gallagher*

Date *12th December 2022*

Chair of Full Governing Body *Joanne Lambdon*

Date *12th December 2022*

Copies of all relevant Regulations are available in the School Office.