

Slindon Church of England Primary School
Behaviour Policy

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 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 school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We want children at this school to be interested, questioning, inquiring and productive. They must be able to listen to instructions and information. 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, showing respect for adults, children, animals and the environment. (Any irresponsible use of equipment could result in a charge being made to make good any damage).

1.4 Adults treat all children fairly and apply this Behaviour Policy in a consistent way. It is their responsibility to ensure that the school rules and this Behaviour Policy are adhered to.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 The following school rules were written in the Autumn term 2001 by all pupils and staff in the school. They are reviewed with the children at the beginning of each academic year and updated accordingly.

1.8 To make our school a happy and safe place for everyone we must remember to:

- 1.8.1 be polite to others
- 1.8.2 look after each other and keep each other safe
- 1.8.3 treat all equipment and property with care
- 1.8.4 listen carefully, concentrate and work hard
- 1.8.5 follow instructions
- 1.8.6 walk quietly in the school building

2. Rewarding Positive Behaviour

We promote positive behaviour and reward children for good behaviour using the following system:

2.2 Reception & Key Stage 1

Children are rewarded with a manufactured sticker which has an appropriate comment on it. They wear this sticker so that parents, other children and school staff can read about their achievements and praise the children.

2.3 Key Stage 2

Sticker card system - each child has its own card. When rewarded with a commercial sticker they place it in this card and the class teacher/member of staff writes an appropriate comment next to the sticker. Cards are taken home when a sticker is added to the card so that parents can be informed. A comment and smiley face is added to a piece of work in a book if the child was rewarded for the work with a sticker, and vice versa.

2.4 Whole School

Weekly Celebration Assemblies take place, when the whole school can share in children's achievements. Each week two children from each class are selected to have their names placed in the school 'Superstars' book. The achievement can be for any aspect of being at school: good work; good progress; good behaviour etc. During the assembly children share their achievements and work with the rest of the school.

2.5 Children should be sent to the Head teacher to be praised for good behaviour/ work.

3. Consequences of inappropriate behaviour

3.1 Incidents of misbehaviour at any time during the school day will be recorded in the class 'Behaviour log' and dealt with as follows:

3.2 Reception & Key Stage 1

3.2.1 by the adult in charge and then the Headteacher, if necessary.

3.3 Key Stage 2

1. Warning - Yellow card or name on board
2. Second Warning - child sent to Senior Teacher at the end of the session, with a Red Card and log book, with brief comment about the misbehaviour.
3. The child must then explain why they received the red card and agree the consequences of their actions. This is to be written into the log book as well.
4. After being sent to the Senior Teacher twice in one week, on the third occasion the child should be sent to the Head Teacher.
5. The child must then explain why they received the Red Card and agree the consequences of their actions. This is then recorded in the class log book. The Class Teacher will inform the parents at this stage.
6. The Head Teacher will review the child's behaviour and if the child repeats stages 1-5 again the Head Teacher will arrange to meet with the child, teacher and parents.

3.4 Serious Incidents (i.e. hitting another child) - Class teachers should decide whether it is appropriate for children to be sent straight to the Head Teacher. Parents/Carers will be informed. The Head teacher will discuss with all involved the specific course of conduct for the particular child, which could result in exclusion.

4. Behaviour in the Playground

4.1 At playtimes children are in the charge of the duty teacher/lunchtime supervisor in line with the school Behaviour Policy. They must play in the area defined by the person in charge. The following rules were written in the Autumn term 2001 by all pupils and staff in the school. They are reviewed with the children regularly.

4.2 To make our playground a happy and safe place for everyone we must remember to:

- 4.2.1 stand still on the first whistle and to walk quietly and line up on the second whistle
- 4.2.2 play appropriate games in safe places
- 4.2.3 always stay where an adult can see you
- 4.2.4 follow the rules for the adventure playground

4.3 For reasons of health & safety:

- 4.3.1 the adventure playground is out of bounds at all times, unless supervised by a member of school staff. This includes before and after school;
- 4.3.2 children should not play with balls before or after school;
- 4.3.3 children should use the school play equipment at playtimes and not bring their own equipment from home.

5. Behaviour off the school site.

5.1 When sharing public places and using school transport children need to be aware of the needs of others. They should be helpful, courteous, respectful, quiet and obedient. When using the swimming pool, they must listen attentively at all times and adhere to the safety rules of the Centre. When arriving at and leaving school they should be considerate towards those living near our school by being calm and quiet.

6. Behaviour of Adults

6.1 Adults act as models of good behaviour. All members of staff are aware of the regulations regarding the use of force by teachers as set out in the DfES Circular 10/98, relating to Section 550A of the Education Act 1996 'The Use of Force to Control or Restrain Pupils'. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions taken are in line with Government guidelines on the restraint of children.

7. The Role of the Headteacher

7.1 It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

7.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

7.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

7.4 The Headteacher 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. Both these actions are only taken after the school Governors have been notified.

8. The Role of Parents

8.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

8.2 We explain the school rules in the school prospectus, and we ask parents to read these and support them.

8.3 We need parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We aim 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.

8.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern 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 and then the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9. The Role of Governors

9.1 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 carrying out these guidelines.

9.2 The Headteacher has the day-to-day authority to implement the school Behaviour Policy, 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.

10. Fixed-term and Permanent Exclusions

10.1 Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

10.2 If the Headteacher excludes a pupil, they inform 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.

10.3 The Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions.

10.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

10.5 The Governing Body has a Discipline Committee which is made up of three members. This Committee considers any exclusion appeals on behalf of the Governors.

10.6 When a Discipline Committee/Appeals Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

10.7 If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

11. Monitoring

11.1 The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 The Headteacher keeps a record of any pupil who excluded for a fixed-term, or who is permanently excluded.

11.3 It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. Whilst members of the Governing Body are in school they will have mind to the objectives of this policy and informally monitor the implementation of the Behaviour Policy in practice.

This Policy was reviewed by the staff team and re-adopted by the Curriculum Committee of the Governing Body on the 16th January 2008.

Signed:

Date:

Revised yearly.

To be reviewed January 2019