



Arkengarthdale C of E Primary School

Behaviour Policy

Document Status			
Date of Next Review	Summer 2018	Responsibility	<i>FGB</i>
Success Criteria for review completion	Review of rewards and sanctions systems	Responsibility	<i>Chair</i>
Date of Policy Creation	October 2017	Responsibility	<i>Susan Gardner DHT</i>
Date of Policy Adoption by Governing Body	Signed		
Method of Communication (e.g Website, Noticeboard, etc)			
Staff Meeting/CPD, School website			

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 (See the School Charter at the end of this policy) 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We recognise that inappropriate behaviour can have a detrimental effect on teaching and learning. Where it is having an impact, appropriate action or sanctions will be applied.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We aim to treat all children fairly, uphold the **values** of the school and apply this behaviour policy in a consistent way. However, where necessary, we will differentiate our **approach** according to the individual needs of the child.
- 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.

2 Rewards and sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - teachers give children house points, merits or other recognition of their good behaviour;
 - each week we nominate a child from each class to receive the “Certificate of Achievement”. Each child receives a certificate and a gift of stationery in the Whole School Assembly. These are given for any positive aspect of behaviour.

- we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
 - good behaviour at lunchtime is also rewarded by lunchtime supervisors
 - Details of our rewards are listed in the School Charter at the end of this policy.
- 2.2 The school acknowledges and celebrates 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. Details of the school rules and sanctions are included at the end of this policy within the School Charter,
- 2.4 The class teacher discusses the school rules with each class. They are displayed in each classroom and referred to on a regular basis. In addition to the school rules, each class may have its own classroom code, which is agreed by the children and also 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 during 'circle time'.
- 2.5 Where a child's behaviour has affected others, Restorative Practice will be carried out with the instigator and those harmed or affected. Questioning will follow those laid down in the training received by staff.
- 2.6 The school does not tolerate bullying of any kind. If we discover that 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.
- 2.7 For those children with specific social and emotional needs we recognise that these children may need their own specific targets, rewards and sanctions that they work towards.
- 2.8 Racist incidents are dealt with in accordance with the school's Equality Policy.
- 2.9 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. 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. Restraint should only be attempted by those trained to carry it out safely; safely for themselves and safely for the child. All incidents of restraint are recorded and are seen and signed by the headteacher.

3 The role of the class teacher and teaching assistants

- 3.1 It is the responsibility of the class teachers and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner.
- 3.2 The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

- 3.3 The class teacher and teaching assistant treat each child fairly and enforce the school charter (see details at the end of the policy) consistently. They treat all children in their class with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the teacher or TA keeps a record of all such incidents. In the first instance, the teacher or TA deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher and/or the school SENCO.
- 3.5 The teacher or TA liaises with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the education social worker or the behaviour support service.
- 3.6 The class teacher or TA reports to parents about the progress of each child in their class. The class teacher or TA 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, 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.
- 4.2 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. As such, the Headteacher will use (and, where necessary, model the use of) Restorative Practice.
- 4.3 The headteacher keeps records of all reported incidents of challenging behaviour and all racist incidents.
- 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. Both these actions are only taken after the school governors have been notified.

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus and publish this policy on our school website, we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school. 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.
- 5.4 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. If the concern remains, they should contact the governing body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 6.2 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.

7 Fixed-term and permanent exclusions

- 7.1 Only the headteacher (or deputy headteacher in their absence) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. 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.
- 7.2 If the headteacher excludes a pupil, 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.
- 7.3 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.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5 In the event of an exclusion appeal the governing body would set up a specific committee and this committee would consider any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

- 8.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 8.2 The school keeps a variety of records of incidents of challenging behaviour. They are seen and signed by the headteacher/deputy headteacher. We keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors record written details of any incident on accident forms these are also seen and signed by the headteacher/deputy headteacher.
- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 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.

9 Review

- 9.1 The governing body has the responsibility to review this policy. They governors may review the policy if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: Mrs S Gardner, Deputy Headteacher

Date: 30th October 2017

Our School Charter

Rewards:

Praise

House point towards a House reward

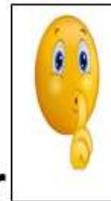
Class point towards a class reward

Certificates

Notes home or speaking to parents



We walk in school and use our indoor voices.



We show good manners.
We are kind to others.



We work hard to do our personal best.

We look after school property and other people's property



Sanctions:

Sanction 1 Warning

Sanction 2-Move

Sanction 3-Time out

Sanction 4-Parents are informed

Sanction 5 - Exit



