



# Castleton C of E Primary School

## Behaviour Policy

**September 2014**

### **Introduction**

At Castleton C of E Primary School, we endeavour to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. 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.

We recognise that children can learn only when they feel safe and happy and that promoting positive behaviour is an essential factor in achieving this.

### **Aims**

We aim to develop the children's sense of self-respect and respect for others, self-discipline and consideration. We encourage them to become increasingly aware of their own safety and that of others. To achieve this, we must provide an ethos of support, challenge and encouragement:

- We treat all children fairly and apply this behaviour policy in a consistent way.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- Enable all staff, governors, pupils and parents to have a clear understanding of the principles and rationale which underlie the expectations of behaviour in school.
- Offer a simple 'code of conduct' formulated in consultation with the children, which will give guidance for, and set the boundaries of, acceptable behaviour for pupils (Appendix A )
- Provide guidelines for staff which will enable them to promote good behaviour in a positive, consistent and fair manner, and encourage good practice for adults working within the school community (see Appendix B )
- Offer a system of rewards and sanctions (see Appendix C )
- Enable parents to work with the school in promoting the good behaviour of their children.
- Ensure that the messages about behaviour, given within the formal curriculum, reinforce those set out in the informal curriculum. The style and atmosphere of the school itself and the example set by those within it should contribute to the teaching of values.
- Enable the school to function in the best possible way for both staff and pupils by providing a secure, positive, caring and happy atmosphere in which to work and learn.

### **Strategies**

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

- Staff congratulate children on effort and achievement.
- All Staff give house points as rewards for a range of behaviours from being the 'model pupil' to 'playing well' and 'treating each other with respect'.
- Successes in both curricular and extra-curricular activities are shared with the class and the whole school.
- The children establish their own class charter as part of our PSHE curriculum.
- High expectations for good behaviour are communicated to the children and encouragement is given to meet these expectations at all times.

On the rare occasion that sanctions need to be employed this is done so appropriately for each individual situation.

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

- 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.
- 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 in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- Our aim is always to try to establish what has prompted the bad behaviour. Parents will be informed and invited to work with the school to improve behaviour. A system of rewards and penalties will be negotiated with the child and, if appropriate, an Individual Behaviour Plan, with suitable targets for the child, will be written.
- If necessary, the class teacher liaises with external agencies to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy.

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

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.

- 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.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- 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.

### **The role of parents and carers**

- The school's approach to behaviour is set out in the school prospectus, and we expect parents and carers to support staff in maintaining high standards.
- We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

- 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.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour, 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.

### **Monitoring and review**

- 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.

- The headteacher records incidents of misbehaviour in which children are hurt, property is damaged or where a pattern of persistent misbehaviour is beginning to emerge.
- The headteacher 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, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality under the requirements of our Single Equality Scheme.
- 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: Headteacher** ..... **Date:**.....

**Signed: Chair of Governors** ..... **Date:**.....

**Review: Autumn 2017**

## **Appendix A – The Pupils’ Code of Conduct**

Our codes of conduct for in school and playtimes are based on the emphasising the positives rather than the negatives.

School Council will revisit the Code of Conduct on a yearly basis. Guidance for the establishment of the ‘Golden Rules’ :

- 1) Respect each other
- 2) Behave properly.
- 3) Respect our things.
- 4) Be polite.
- 5) Always try to do your best work
- 6) Represent our school to the best of your ability

The children take these as the basis for their final decision and all children sign the Code of Conduct. This is then displayed in class for all and is referred to when reinforcing good behaviour.

### **Rules for Golden Playtimes**

The school council is also given the responsibility of establishing a set of playtime rules. These are also based on things that are acceptable to do rather than what not to do.

## **Appendix B – Good Practice for Adults**

Acceptable standards of behaviour, work and respect depend upon the example of all adults.

Good order has to be worked for, it simply does not happen. Therefore, we aim to encourage every adult working within the school community to ;

- Set high standards
- Apply rules firmly and fairly
- Respect every person
- Treat everyone as an individual
- Adhere to the school's system of rewards and sanctions
- Greet and be greeted
- Speak and be spoken to.
- Smile and relate.
- Communicate.
- Avoid confrontation
- Listen.
- Establish the facts.
- Impose sanctions only when certain.
- Use sanctions sparingly.
- Give and expect to receive respect.

### **In the Classroom**

Create and sustain a positive, supportive and secure environment. Well, prepared, stimulating lessons generate good behaviour and earn respect.

### **We aim to :-**

- Use humour-it builds bridges.
- Keep calm-it reduces tension.
- Listen-it earns respect.
- Be positive and build relationships.
- Know pupils as individuals.
- Be consistent.
- Establish authority firmly and calmly.
- Follow through any sanctions.

## **Appendix C – Rewards and Sanctions :-**

We aim to create an environment in which the children feel that they are dealt with in a fair and consistent way in terms of both rewards and sanctions applied.

Castleton School takes into account the following general principles when sanctions are applied:

- Teachers should act quickly to and pupils should be in no doubt why they are being reprimanded. The distinction should be made whether the offence is of a minor nature or more serious nature.
- Punish the behaviour not the person. That is, ensure the pupil is aware that it is the behaviour which has necessitated the reprimand.
- Every session is a new day and children come into school with a 'clean slate'.
- Use private rather than public reprimands wherever appropriate.

### **Rewards**

- Praise (throughout the course of the school day and specific mention during Good Work Assembly)
- Awarding of house points to gain the treat of a special lunch table on a Friday lunch time.
- Informing parents of good behaviour
- Stickers
- Opportunities to 'show off' and share their achievements with their peers

### **Sanctions**

- Children are given a warning for their behaviour and the opportunity to improve or change attitude.
- A five minute off break time sanction is imposed if children persist in their inappropriate behaviour.
- If the behaviour continues the sanction of losing their lunch time break will be imposed with the added aspect of being expected to work.

Serious aggressive behaviour is reported to parents by means of a phone call or face to face communication. This will either lead to an immediate loss of lunch time break or an exclusion. These actions will be dependent on the circumstances.

### **Exclusion**

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, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

- 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, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 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.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 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 an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers 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.