



Educating our children to shape the future

Mears Ashby and Cranford C of E Primary Schools

Behaviour Policy – November 2017

We aim to create a school where children can come, confident that their progress will not be hindered by unacceptable behaviour.

Our behaviour policy rests on four main principles. These are as follows:

1. As schools we have a shared responsibility with parents to prepare our pupils to be good citizens.
2. We recognise that there is a clear connection between behaviour and teaching and learning. If pupils are well behaved, teachers can teach more successfully and pupils will succeed more in their learning. This will have an impact on the raising of standards for all pupils dependent upon their individual starting points and targets.
3. We have high expectations for excellent behaviour, but recognise the need to identify and reinforce it whenever possible.
4. We believe that showing pupils the value of excellent behaviour in school is likely to lead to increased self-esteem and greater self-discipline in adult life.
5. We follow a Values led education that underpins the ethos of our school.

We expect pupils to have:

- Respect for themselves
- Respect for others
- Respect for their own, others and school property
- Respect for their environment
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We aim to promote:

- Respect
- Happiness
- Courage
- Thoughtfulness
- Forgiveness
- Honesty
- A love of learning and achievement

All of the above is underpinned by our Values led education.

Mears Ashby C of E School Code

- Always be kind and helpful to others by promoting respect
- Be polite and courteous
- Aspire to reach our goals by doing our very best at work and play
- Take care of our school
- Listen carefully and do as you are asked
- Have a voice and be listened to
- Be happy both at school and when on school trips
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Rewards and Sanctions

We are specific about our expectations to ensure children know what good behaviour is and what is expected of them. As far as possible, the emphasis is on reinforcing positive behaviour and recognising achievement.

Rewards

- Praise good behaviour when it occurs
- Teacher's own classroom rewards system
- Teampoints in order to receive a certificate in Celebration Assembly
- Golden Time – a weekly opportunity to spend time on a favoured activity as a reward for good behaviour in KS1
- Celebration Assembly Awards
- Positive phone call home to Parent/Carer

Sanctions

Inevitably, sanctions will be needed and are applied quietly, firmly, fairly and consistently.

These include:

- Reminder of the rule that has been broken
- Time away from group/pupils
- Loss of Golden Time/Playtime
- Completion of the behaviour log for repeated negative behaviour
- Seeing the Headteacher – This becomes sanction one following any act of **PURPOSEFUL** violence
- Phone call home to Parents
- Internal exclusion
- Exclusion

Home/School Partnership

We understand that the most effective schools are those that build good relationships with parents/carers. We aim to involve parents/carers by not only informing them when their children have misbehaved but, when their children have behaved particularly well by an invitation to our Parents/Carers to our Celebration Assemblies. For particularly good behaviour, the class teacher and/or Headteacher will telephone the Parents/Carers to inform them of this.

Serious Misbehaviour

At Mears Ashby CofE Primary School we ensure that we safeguard our pupils at all times both in school and when on school trips. Serious misbehaviour is that which is unacceptable. It brings

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teaching and learning to a halt in the classroom. It represents a direct and sustained challenge to an adult's authority. It represents a loss of control which presents a real threat or danger to the child themselves or to others. Serious Misbehaviour includes:

- Physical aggression to others.
- Abusive language towards peers or adults.

Serious misbehaviour is where the pupil will be seen by the Headteacher.

Children with Behavioural SEN

Such children will have been referred to the SENCo at the earliest concern, so that they receive maximum support. Specific arrangements are made in the child's Individual Education Plan (IEP). These arrangements may include:

- Effective strategies for achieving positive behaviour.
- Alternative teaching arrangements when the class teacher is away.
- A strategy for dealing with disruptive behaviour, which can include parental involvement or a reward chart.
- Internal exclusion arrangements.

Fixed Term Exclusion and Pastoral Support Programme

Fixed Term Exclusions will be based upon the serious misbehaviour of a pupil and discussed with the Chair of Governors as soon as possible. The school will make a decision to endorse a fixed term exclusion after seeking advice from the appropriate outside agencies. During Fixed Term Exclusion (FTE) the school will liaise with outside agencies to discuss the situation and identify support that can be provided. Following a FTE a Return to School Contract is discussed and signed by Parent, Child and the HT. This forms the beginning of a Pastoral Support Programme (PSP).

The contract will contain-

- An agreement to a regular meeting in school between parents and HT in order to discuss in school support.
- The views of the parent
- Discussion regarding what may have worked in the past
- What action the school will now take
- The actions the parent can take to support the school
- Suggestions from the child
- A record of the outcomes of the meeting

In the classroom the child will be set targets, based on the school rules.

The targets will be monitored for a set number of weeks. A progress report will be sent to the parents weekly, or they will be spoken to when they collect their child.

The PSP will be reviewed fortnightly. Arrangements can be altered to suit. The Programme should run for 6 weeks. (An initial meeting and 2 reviews.) Should there be no progress and targets not reached, then there will be a meeting of professionals connected with the school to decide on the next step.

Exclusion of Pupils

Exclusion from school is an ultimate sanction. Only the HT (or a delegated senior teacher in the HT's absence) can exclude a child.

The decision to exclude a child will be taken only

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- In response to serious or repetitive breaches of the school rules
- If allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion will only take place after thorough investigation of the incident leading to its consideration, and review of the evidence of similar behaviour.

Parents will be contacted by telephone or by person at the school regarding the exclusion. A letter will be sent setting out the reasons and giving the parents right to appeal.

The decision to exclude permanently is a serious one. It is the final step in the process, after a wide range of strategies have been tried and have failed and after the involvement of all the professionals connected with the school have offered advice. It represents acknowledgement of the fact that the school can no longer cope with the child.

The Governors discipline committee will meet to review the exclusion to ascertain that the procedures have been correctly followed. Parents have a right to appeal at this meeting. If the governors uphold the decision, Parents have a right to an independent appeal through the County Council.

This Policy alongside the Anti-Bullying Policy complies with Section 89 of the Education and Inspections Act 2006.