

# SHILLINGTON LOWER SCHOOL

## PROMOTING POSITIVE BEHAVIOUR POLICY

### **Rationale**

At Shillington Lower School we want school to be enjoyable for every pupil. We believe that in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We want our school to be a caring, secure and happy place for all who work in it. We believe that children with high self esteem respect and value not only themselves, but also those they work and play with.

### **Aims**

- To bring about a culture of mutual respect and tolerance.
- To provide a positive, safe, stimulating environment; which is happy and caring through effective classroom management.
- To be vigilant and alert to signs of bullying and racial harassment.
- To encourage good manners, mutual respect, consideration, tolerance and courtesy.
- To look for opportunities to recognise and celebrate positive behaviour through incentive and rewards.
- Where sanctions are used, children will understand why they are used and the sanctions will be appropriate and consistent.
- To ensure that there is the clear communication between all members of the school community and to talk about behaviour in a constructive way to reinforce good behaviour.
- To actively establish and reinforce moral values and attitudes within our curriculum.
- To encourage all members of the school community to take responsibility for their behaviour and to recognise the effect of their behaviour on others.
- To ensure a consistency of response to both positive and negative behaviour.

### **Equality Impact Statement**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies.

### **Procedures**

#### **Promoting and maintaining good behaviour**

The Head Teacher in consultation with staff will develop the procedures from this policy. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally.

The four levels of our behaviour statement for cutting short inappropriate behaviour are designed to be progressive. Appendix 1

#### **Rewards**

We believe that children who behave well and try to do their best will be proud of their achievements and will demonstrate high levels of self esteem and worth. In some cases it will be appropriate to foster this high standard by offering all children an appropriate reward. Appendix 2

We will follow the Behaviour Staircase. Appendix 3

The school works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Children are helped to understand and respect each other through:

- Assemblies and Collective Worship which develop themes such as 'friendship'
- Assemblies which remind children of our important values
- Discussion of moral issues in stories and across the curriculum
- Circle Time
- PSHE lessons
- Celebration of the school's diverse cultures, languages and religions so that there is less likelihood that children from ethnic minorities will suffer racism.

### **Code of Conduct**

Class teachers agree a code of conduct with their class at the beginning of each academic year and pupils are involved in making this agreement. (See Appendix 4)

All pupils will uphold the schools' aims and keep to the Home / School/Pupil Agreement (Appendix 5)

### **Searching Children**

'School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.' (DfE 2014)

### **Use of Reasonable Force**

'All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (DfE: 2011)

### **Inclusion**

Some children come to our school with particular behaviour issues. We have a special responsibility towards these children to understand them, and with appropriate support, to target our resources to meet their needs. It is very true that 'all behaviour is a means of communication' and the responsibility is for adults to understand what it is they are trying to communicate to us by their behaviour. Where particular support is required, a Pastoral Support Plan (PSP) is drawn up with the support of the SENCo, Parents and external agencies (eg Behaviour Support Service, Educational Psychologist) to ensure that these children can modify their behaviour, access the curriculum and participate fully in school life. Where it is deemed necessary Risk Assessments for individuals or groups of pupils support staff in keeping children safe.

### **Bullying and Racist Incidents**

At Shillington Lower we aim to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

See Appendix 6

## **Behaviour beyond the school gate:**

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Shillington Lower School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Shillington Lower School pupils.

## **Assemblies**

Our daily assemblies are used to reinforce the school's values, and include promoting our expectations relating to how we should behave towards each other. Behaviour is an additional focus for our weekly Celebration assembly, when children are commended for special qualities, for example, helpfulness, kindness, friendship, thoughtfulness, responsibility and reliability, attitude or hard work.

## **Roles and Responsibilities**

### **Governing Body**

- The Governing body will establish in consultation with the Head Teacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- To monitor all exclusions and incidents of bullying or of a racial nature through the Head Teacher's termly report to Governors.

### **Head Teacher Responsibility**

- To be responsible for the implementation and day-to-day management of the policy and procedures.  
To publicise the behaviour policy, in writing, to staff, parents and pupils at least annually.
- To ensure that records are kept of serious behaviour incidents, bullying and of all racial incidents and a report made to the Local Authority and Governing Body on a termly basis.
- To monitor and look for any patterns and trends of behavioural incidents.
- To take the lead in modelling good standards of behaviour

### **Staff**

#### **All Staff including Class Teachers**

- To provide good role models and to treat all pupils fairly, with respect and understanding
- To follow the school's behaviour policy and to raise issues concerning the policy if necessary
- To maintain good behaviour throughout the school, for ensuring standards and school rules are consistently applied and that children behave in a responsible manner during school time
- To be being alert to signs of bullying (including Cyber bullying) and to treat any racial or bullying incident(s) as unacceptable and to report these to the Head Teacher.

#### **Class Teachers**

- To set class rules with the children which are appropriate to the needs of each individual class and also implement class reward systems.
- To deal with incidents within class, recording them if appropriate, and seeking help and advice if necessary.

- To liaise with external agencies to support and guide the progress of each child where appropriate.
- To liaise with parents where appropriate, keep records of parental concerns and meetings with parents.
- The SENCo also monitors incidents and looks for trends, with particular emphasis on vulnerable children.

### **Pupils' Responsibility**

- To carry out class and whole school responsibilities as opportunities arise.
- To follow the Code of Conduct. Appendix 4.
- To draw up and agree their own class rules with their class teacher.
- Older children have a responsibility to be good role models, report any incidents of disruption, bullying and harassment.

### **Parents Responsibility**

- To promote good behavior in and outside school and support teachers in dealing with their child's behaviour.
- To sign and keep the Home/School/Pupil Agreement. Appendix 5.
- To behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported to the Head Teacher, who will take the appropriate action.
- We expect parents/carers to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher.

### **Staff Training**

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

### **Strategies for children in transition**

New children will be made aware of expectations via the Home/School/Pupil agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and are aware of the Behaviour and Rewards Staircase.

### **Monitoring, Evaluation and Review**

This policy will be reviewed in full by the Standards, Teaching and Learning Committee of the governing body every three years. Its implementation and effectiveness through:

- Monitoring of behaviour standards by class teachers and Head Teacher
- Analysis of tracking data for individual children and for cohorts
- Pupil Progress Meetings additionally focusing on particular groups such as vulnerable, SEN, LAC and Service children.
- Analysis of exclusion data
- The School Development Plan (SDP) which is used for planning and monitoring provision within the school
- Feedback from children, parents and staff, governors and visitors, both informal and formal ( including meetings and surveys)

### **Links to Other Policies**

This Behaviour Policy should be read in conjunction with the:

- Child Protection (Safeguarding) Policy
- Exclusions Policy
- Home-School-Pupil Agreement
- Physical Restraint Policy
- PSHE Policy
- Visitors & Volunteers Policy

- Racist Incidents
- Raising Concerns and Resolving Complaints
- Confidential Reporting

References:

Department for Education: School behaviour advice and guidance (April 2012)

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies> accessed February 2016

Department for Education: Searching, Screening and Confiscation (February 2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444053/Searching\\_screening\\_confiscation\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf) accessed February 2016