

Long Buckby Infant School Behaviour Policy

1 **School Vision**

Every child at our school will have every opportunity to learn and grow in a Safe, Happy, Healthy, Respectful, Challenging & Purposeful environment. We aim to achieve our best and be kind and respectful to each other. We will work together to create a safe, inspiring environment where we can be happy, learn exciting things, discover new talents and develop our skills.

‘Learning By Inspiring Success’

2. **Purpose of a Behaviour Policy**

A clear behaviour policy:

- Supports and promotes the school’s vision statement
- Creates an academic environment conducive to high standards and educational improvement
- Develops good personal, social and moral attitudes
- Develops children’s independence, high self-esteem and a respect for others so they are able to take responsibility for their own actions
- Develops co-operation and a school environment supportive of good behaviour

3. **Aims and expectations**

It is a primary aim of our school that pupils, staff, governors, parents and visitors feel valued and respected, and that each person is treated fairly and well. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It is closely linked with our inclusion policy, our equal opportunities policy as well as the school improvement plan and our PSHE and safeguarding policies.

Help children grow in a safe and secure environment which gives them the opportunity to become positive, responsible and increasingly independent members of the school community with a positive sense of self esteem.

To promote and praise good behaviour.

The school makes it clear that it will not tolerate inappropriate language, bullying, violence or racial /sexual harassment. There will be no tolerance of any form of bullying including; racial, religious, cultural, SEN or any form related to medical, social, physical or mental conditions and sexual orientation.

4. **Standards of behaviour**

All staff will discuss the expectations of behaviour with the children and ensure that school rules are understood and kept.

The schools golden rules are;

- I will: -
- be gentle
 - be kind and helpful
 - be honest, always tell the truth
 - always try my best
 - look after property
 - listen to others

The class teacher discusses the school rules with each class. In addition to the school rules, each class teacher establishes a set of classroom rules which are developed with the children. In this way, every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of negative behaviour, the class teacher or member of staff discusses these with the whole class or groups as appropriate.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The children are talked to and the incident/s investigated. A referral is made to the headteacher who collates all supporting evidence and contacts the parents/guardians of the children involved and a shared action plan is agreed, including a monitoring programme. We will do everything in our power to ensure that all children and adults attend school free from fear. Bullying is recognised as a concerted and consistent set of actions or words **intended** to damage another person in any way including physically and emotionally. There are different forms of bullying behaviour including physical, direct verbal and relational.

5. **Rewarding good behaviour**

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

- Teachers and other staff reward children with smiles, praise and by using them as good role models
- Children's names remain on the green face (expected behaviour status)
- Gold face for children who display exemplary behaviour choices
- Stickers given out for good behaviour
- Showing/visiting another class teacher or the headteacher
- Headteacher's Award certificates handed out weekly
- Praise pads – celebrate with children

The school acknowledges all the efforts and achievements of children, both in and out of school.

6. **Inappropriate behaviour**

The school has clear expectations of behaviour as laid out in the golden rules, home school agreement and class "promises", to ensure a safe and positive learning environment and inappropriate behaviour is dealt with in the following ways:

Stage 1 1 st misdemeanour	A verbal warning given
Stage 2 2 nd misdemeanour	The child moves their name tag onto the amber circle.
Stage 3 3 rd misdemeanour	The child has a 5 minute time penalty.
Stage 4 4 th misdemeanour	The child moves the name onto the red circle and is taken to Headteacher to discuss behaviour. The child will stay with the Headteacher for a standard time of 10 minutes to reflect on their behaviour.
Stage 5	Parents will be informed if their child receives more than one Stage 4

Stage 6	Formal discussions with parents resulting in structured plan of action to curtail child's behaviour. Possible discussion with outside agencies.
Stage 7	Discussion with outside agencies
Stage 8	Extremely poor behaviour choices or continual unacceptable behaviour, or in cases of serious physical violence, a child may be excluded from school. This could take on the form of a fixed term exclusion, or on rare occasions, may take the form of a permanent exclusion.

7 **The role of parents**

The school intends to work collaboratively with parents, so that children receive consistent messages about how to behave at home and at school, through the home school agreement. This is signed and returned to the school.

We explain the school rules on the school website and in the home/school agreement, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's behaviour.

If the school has to use reasonable sanctions to sanction 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 these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8 **Procedures and alternative measures**

In some instances relating to disruptive behaviour, it may be necessary to make a referral to outside agencies, such as the Educational Psychologist or Support Team from the Special Needs Service.

Only the Headteacher (or the Deputy Headteacher) 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. This is reported to Northampton Educational Entitlement Team.

If the Headteacher excludes a pupil, she 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.

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 pupil or extend the exclusion period made by the headteacher. The governing body will form an appeals committee which will comprise of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider 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. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

All complaints are dealt with in accordance with our complaints policy.

9 Monitoring

Aims:

- To ensure consistency throughout the school
- To monitor the effectiveness of the policy on children's behaviour and attitudes

Monitoring of the behaviour policy will take place on a regular basis through:

- Reviewing and evaluation of policy and procedures at a staff meeting each Autumn Term
- Discussions in Class and at School Council meetings by pupils themselves
- Regular discussions by Teachers and Support Staff at staff meetings
- Analysis of completed incident report forms
- Governors' questionnaire/survey to pupils
- Governors' questionnaire/survey to parents
- Discussion through agenda item at the full governing body meeting

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

The school keeps a record of incidents of misbehaviour. The Headteacher records those incidents where a child is sent to her on account of inappropriate behaviour by the class teacher, support staff and lunchtime supervisors. The Headteacher keeps a record of any pupil 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.

10 Review

Staff and the governing body will review this policy annually and update it as required. The governors may, however, review the policy earlier than this.

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Sub Committee Reviewed (date) <i>September 2018</i>	Signed (Headteacher) <i>Sarah Dugdale</i>
Full Governing Body Ratified (date) <i>October 2018</i>	Signed (Chair of Governors) <i>Cei Davies Linn</i>
Review Date	<i>September 2019</i>