

Much Marcle C E Primary School

Behaviour Policy



| Date Reviewed | Reviewed By | Next Review |
|----------------|----------------|----------------|
| September 2021 | Lorna Harrison | September 2023 |

Aims and Expectations

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 (Valuing All Gods Children, May 2014.) Every member of staff is trained and kept up to date with current Safeguarding and Child Protection legislation, including Keeping Children Safe In Education September 2018.

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. Our “Christian Values Education” system is an integral part of our approach to behaviour management.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting positive 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.

The school expects every member of the school community to behave in a considerate way towards others.

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.

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 positive behaviour, rather than merely deter anti-social behaviour.

We treat all children fairly and apply this behaviour policy in a consistent way, however as a school we recognise that some children’s behaviour is a result of early childhood trauma, adverse childhood trauma (ACES) and is a response to something far deeper. With this in mind our behaviour policy is flexible for those children who need a more supporting and nurturing approach to behaviour management. This philosophy is particularly important during the recent global pandemic. Staff need to be mindful of the huge changes in routine that the children have had to adapt to during this time. Coming back to school will be exciting and reassuring for some, but the difference in school life will bring more anxiety to others. We must be mindful that these changes in routine and lifestyle may affect the children’s behaviour and apply our behaviour policy sensitively.

‘Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.’

Rewards and Sanctions

We praise and reward children for positive behaviour in a variety of ways: teachers and other staff congratulate children; teachers and other staff give children house points. Each House’s points are shared in assembly on a Monday to foster pride in everyone’s achievement.

Rewards

House Points

Share with another class

See Mrs Harrison

Inform Parents

End of Year House Point Trophy

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class or at playtime, the child is told that his/her actions are unacceptable and they are warned not to repeat them. At this stage, their name may be recorded on an appropriate white board. If a child misbehaves repeatedly, we isolate the child from the rest of the children and ask them to reflect on their behaviour. When they have satisfied the member of staff involved that they understand why their behaviour was unacceptable and they have made the appropriate apology, they can rejoin the rest of the group. Serious misbehaviour can result in a child receiving a period of missed playtime and/or a Conduct Mark which is a mark recorded against the child's name on their house point chart. If a child receives three conduct marks in one week they must be sent to the headteacher or deputy head.

In certain cases, a child may be sent directly to the headteacher or deputy headteacher. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. These punishments may be applied in an order which fits the age of the pupil and/or the behaviour.

In extreme cases when the sanctions fail to remedy a child's behaviour each incident of disruption will be recorded on a child concerns form. The child may also be put on a Behaviour Support Programme which involves parents more closely.

Sanctions

Spoken warning from an adult

Written warning – name on board

Reflection – time to think and say sorry

Missing playtime

Conduct Mark

The class teacher discusses the school rules with each class. Each teacher may also have his/her own reward system, which encourages compliance with the classroom code and can result in the award of 'Golden Time'.

The school does not tolerate bullying or teasing of any kind. If we discover that an act of bullying or teasing or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. See Much Marcle School's Anti-Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers. Physical intervention is only used by trained staff. Staff would 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 Role of the Class Teacher and Teaching Assistants

It is the responsibility of the class teacher/TA to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers/TAs 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.

The class teacher/TA treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, in the first instance, the class teacher/TA deals with incidents him/herself following the agreed procedure. However, if misbehaviour continues, the class teacher/TA seeks help and advice from the headteacher or deputy headteacher.

The class teacher, in consultation with the headteacher and SENCO, may liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENCO who may bring in LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are any concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the headteacher 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 the 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. Both these acts are only taken after the school governors have been notified.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school and at home.

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 immediately if we have concerns about their child's welfare or behaviour.

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 and/or the headteacher. 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 carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher may take governors' advice into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions

Only the headteacher (or the acting 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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 headteacher informs Children's Services 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 school informs the parents how to make an appeal. 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.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

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

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.

Review

This policy will be reviewed every three years. However, it may be reviewed earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.