



# St. Leonard's C.E. (VC) First School

## Behaviour Policy

### 1 Aims and expectations

**1.1** It is a primary aim of our school that every member of the school community (pupils and staff) feels valued and respected, and that each person is treated fairly and well. 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.

**1.2** The school has developed a set of school values based on the fruits of the spirit. These are a means of promoting good 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.

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

**1.4** Class teachers, support staff, lunch time supervisors and any other adults who work alongside children are expected to set a good example.

**1.5** We treat everyone fairly and apply this behaviour policy in a consistent way.

**1.6** 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.

**1.7** 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 good behaviour, rather than merely deter anti-social behaviour.

### 2 Rewards

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- staff congratulate children;
  - children receive stickers;
  - Children receive leaves for their own branch on their team's tree. When the children have individually earned twenty-five, fifty, seventy-five or one hundred leaves they receive a bronze, silver, gold or platinum certificate respectively. The team with the most leaves at the end of each half term receive a reward, e.g. a special playtime with P.E. equipment.
  - One child per class is able to earn 'star of the week' status each week. These children receive a certificate in assembly; their photograph is displayed on the 'stars of the week' board along with the reason for how they achieved it and positive comments about them written by other members of the class.

- Every class will award a champion for the day at the end of the day based on the work and behaviour of the children during that day
- The school acknowledges all the efforts and achievements of children, both in and out of school. The children are encouraged to bring in certificates or awards achieved out of school. These items are shown and explained to the rest of the school, before (where possible from the item) they are put up in the 'Our Achievements' folder in the Entrance area.

## 2.2 Dealing with inappropriate behaviour

The school uses the following systems when responding to unacceptable behaviour to ensure a safe and positive learning environment.

- We expect children to listen carefully in lessons. If they do not do so, we may 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.

## 2.3 Dealing with repetitive or seriously inappropriate behaviour

- Repetitive or seriously inappropriate behaviour needs a three staged warning if looks and verbal hints have not elicited an appropriate response.
- ONE The teacher will tell the child that they are on their first warning. The child must be clear about why they have received a warning and told that what they are doing is not appropriate. The teacher will not shout but will be firm and in control.
- After informal references to the first warning and hints at a second, if inappropriate behaviour persists....
- TWO *This is the point where the whole lesson stops.*
- *Every child stops what they are doing - the teacher talks directly to the child*
- They explain clearly that what they are doing is not acceptable and that if they don't correct their behaviour then the consequence will be 2 minutes time out.
- The teacher might want to move the child at this point if they have not already done so away from distractions but not isolate them.
- No shouting – firm and fair.
- The teacher will not argue with the child, inappropriate behaviour is not up for discussion.
- THREE If it is clear that the child has not corrected their behaviour, the consequence explained at warning TWO is carried out and there is no reprise.
- Two minute time out is started – if a child refuses to take time out/reflection time then a further 1 minute is added until the total reaches 5 minutes. The teacher will make sure the child knows the consequence of their choice. If at 5 minutes the child has still refused reflection time then parents will be informed and an appropriate consequence will be actioned. This could be loss of a break time or after school club time
- During reflection time the child will be asked to reflect on their behaviour using a reflection sheet. It will be explained to the child why they have been moved. the child will be informed all the way.

- Remember - one child's behaviour will not affect the way teachers are with the rest of the class.
- The safety of the children is paramount in all situations. If a child's behaviour repeatedly endangers the safety of others, the teacher stops the activity and prevents the child from taking part for the rest of that session.
- Bad language (swearing) is not permitted in school. Any incidents of this are to be reported to the headteacher.
- If a child seriously threatens or hurts another pupil the class teacher discusses the situation with the pupils and completes an incident report form. The class teacher reports the incident to the headteacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

**2.3** The school has devised a set of school values led by the School Council. Class teachers discuss the school values with each class. Every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, staff discuss these with the whole class during activities such as 'circle time'.

**2.4** The school uses the SEAL (social and emotional aspects of learning) materials which develops positive learning behaviour. The school does not tolerate bullying. Children are encouraged to talk to a trusted adult if being bullied. If we discover that an act of bullying has taken place, we act to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

**2.5** Staff only intervene physically to restrain children to prevent injury to another person, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

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

**3.1** It is the responsibility of the class teacher to ensure that the school values and class rules are enforced in their class, and that the pupils behave in a responsible manner during lesson time.

**3.2** The teachers 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.

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

**3.4** In the first instance, the class teacher deals with incidents of misbehaviour him/herself, however if misbehaviour continues the class teacher may seek help and advice from the headteacher/assistant headteacher. Individual behaviour diaries are used as the class teachers' discretion.

**3.5** The class teacher liaises 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 education psychologist or LEA behaviour support service.

- 3.6** 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 concerns about the behaviour or welfare of a child.

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

- 4.1** 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 the children in the school.
- 4.2** 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.
- 4.3** The headteacher ensures incident report forms are completed for all serious incidents of misbehaviour.
- 4.4** The headteacher has the responsibility for giving fixed-term exclusions 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 actions are only taken after the school governors have been notified.

#### **5 The role of parents**

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We expect parents to support their child's learning, and to co-operate with the school. 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 welfare or behaviour.
- 5.3** The school and parents should work together to use consistent approaches to support the behaviour of their child. If parents have any concern about strategies used, they should initially contact the class teacher. If necessary they should then contact the headteacher. If this still does not resolve the problem, a formal grievance or appeal process can be implemented.

#### **6 The role of governors**

- 6.1** The federation board has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school behaviour policy, 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.

## **7 Fixed-term and permanent exclusions**

- 7.1** 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.
- 7.2** If the headteacher excludes a pupil, s/he 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.
- 7.3** 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.
- 7.4** The federation board itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5** The federation board 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.
- 7.6** 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.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **8 Monitoring**

- 8.1** The headteacher monitors the effectiveness of this policy. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The school keeps records of more serious incidents of misbehaviour in the incident report form folder for a year after the incident took place. The number of incident report forms completed will be reported to governors as required. Lunchtime supervisors report more serious incidents of inappropriate behaviour at lunchtimes to teaching or teaching support staff, they will decide whether an incident report form needs to be completed and complete if necessary.
- 8.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

**8.4** 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.

## **9 Review**

**9.1** The federation board reviews this policy every two years. They 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.

Agreed 6<sup>th</sup> October 2016  
Review date: October 2019