

Thurlbear CE VA Primary School Behaviour Policy

This policy should be taken as part of the overall strategy of the School and implemented within the context of our vision, aims and values as a Church of England School. "Train up a child in the way that they should go and when they are old they will not depart from it" Proverb

The Headteacher and staff believe high quality behaviour and self-discipline are fundamental for learning and this is underpinned by relationships, lesson planning, positive recognition and consistencies in the way ALL staff deal with intervention on behaviour. Children are encouraged to make the right behaviour choices by staff, and staff should lead by example when talking with children and encourage politeness and respect at all times. All staff should have high expectations of pupil's, both in respect of their learning, and their attitude to and behaviour, being communicated to the pupils on a regular basis.

Aims and Objectives:

We aim to:

- Positively promote socially acceptable behaviour
- Provide a safe, calm and caring atmosphere in the school
- Ensure consistency and fairness, and set high expectations
- Enable pupils to develop social skills and the ability to choose between right and wrong

Methods:

- To share and be consistent in our Golden Rules
- To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown to others, for consistent good manners, for good efforts and for high standards of achievement
- For all staff to be conscious of the example they set the whole time
- To condemn the act, not the child: 'Pushing was a dangerous thing to do' – not 'you are a bully'

Golden Rules:

- Do be kind** **Do be gentle** **Do be polite**
- Do work hard** **Do listen to others**
- Do be honest** **Do be safe**

School Ethos

We as a School value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions and this underpins the practice and procedures outlined in this policy.

All members of the school community have the right to feel secure and well-respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline, and we provide opportunities for them to make independent choices and to become increasingly responsible for their own behaviour.

We believe it is important that the school provides a clear and **consistent** approach to behaviour, which can be adopted by the staff, children and parents as set out **within the Core Standards for Social, Emotional and Mental Health**. To ensure consistencies we:

- Model positive behaviours, encourage respect and development of positive relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Provide consistent environments with the core values for our school behaviour being displayed around the school through 'Golden Rules'. Each class also makes up their own class rules they sign and agree.
- Use positive reinforcement for reinforcing, encouraging and celebrating appropriate behaviour in each classroom throughout the lesson.
- Apply consistent consequences that are defined, agreed and applied through classroom level and around school.
- Refer to 'Golden Rules' in all conversations about behaviour to ensure consistent language is been used.
- Remain calm – emotional restraint needs to be modelled through teachers not just taught
- Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners. Never passing problems up the line, teachers take responsibility for behaviour interventions, seeking support but never delegating.
- Never ignore or walk past learners who are behaving badly.

Roles and Responsibilities

GOVERNORS:

- monitoring and implementation of policy including it's effectiveness
- Ensure the policy does not discriminate on any grounds
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

HEADTEACHER

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the Governing board on the implementation of this Behavioural Policy, and its effectiveness

TEACHERS:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

ALL STAFF:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

CHILDREN:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

PARENTS:

- The behaviour of their child(ren) inside and outside of school.

Recognition and rewards for effort, attitude and achievement

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded

The rewards the school uses may include:

- Verbal praise (unconditional) e.g Notifying parents at end of day
- Non-verbal praise - display of work in classroom and why
- Individual classroom reward systems (marble jars, star of the day, superstar workers, behaviour charts...)
- Rewards for showing character – rewarded by any member of the Thurlbear staff to children demonstrating the golden rules
- Rewarding academic excellence / attitude through a 'Ask me about my amazing Learning' sticker
- Sharing work, eg neighbouring teacher or Headteacher

'Individual Behaviour Logs' – pupils with recurring behaviour issues

- In certain circumstances a record of ongoing behaviour is kept on an individual pupil, if this is the case parents are informed and the steps that the child needs to take to improve their behaviour is discussed. The SENCO is also involved at this stage.

- If behaviour still does not improve the pupil is discussed at the next consultation meeting.

- In very small cases, pupils may continue to use unacceptable behaviour and a request will then be made for support from **Specialist Advisory Teachers**. Pupil's parents will be continually part of this process.

'School Behaviour Log' – school keeps a log of incidents that need to be followed up. This is kept using each individual child's record and any extreme behaviour recorded on CPOMs.

Restrain

Members of staff should ONLY ever restrain children if they believe:

- The child poses a potential risk to the teacher or other children,
- The child poses a potential physical risk to him/herself and should therefore be prevented from possibly hurting him/herself
- The child is damaging school property

Sanctions:

- Non-verbal signals
- Verbal warnings
- Forfeiting playtime
- 'Time out' away from other children, with an adult wherever possible
- Referral to another teacher or Headteacher
- Informing parents

It is important to make clear that poor behaviour is unacceptable and dealt with appropriately: Actions Bring Consequences. Such sanctions should be designed to promote good behaviour and should make apparent the distinction between serious and minor offences. (see appendix for behaviour explanation)

Graduated Discipline Policy:

Stage	
Stage 1 Low Level	1. Verbal warning given first 2. Moved to warning 1
Stage 2: If negative / inappropriate behaviour continues	3. Moved to warning 2 4. Named is moved into final box and 5-10 mins of play missed
Stage 3: after all other stages have been met or serious incident requires Headteacher intervention	5. Sent to Head Teacher – Headteacher informed of behaviour and a warning is given. Time with the Head to discuss behaviour and dependent on behaviour exhibited, either time out or returned to class. 6. Parents informed to discuss ways of working together to guide the child to improve their behaviour or attitude to work and devising individual behaviour programmes (IBP) This will be logged in the office behaviour logbook. 7. Internal Exclusion- child works away from the class-work to be set by the teacher, Child has a break but at a separate time to the rest of the Key Stage
Stage 4: Final Consequence	9. Suspension and exclusion in line with DfE and School exclusion policy.

Fresh start Policy: always start each day with a fresh start

PUPILS WITH EMOTIONAL AND BEHAVIOURAL DIFFICUTIES We acknowledge that there are some children who have emotional and behavioural problems which make it very difficult to integrate into the general life of the school, including its normal rules and routines. A plan of action will be put in place for these children alongside the SENCO to support these children, this could include involvement of Specialist Advisory teachers. Parents are informed of all decisions and reviews.

Restorative Justice:

Following the principles of Restorative Justice, any incidents will be investigated by a member of staff and the wrong-doer spoken to. If appropriate, both parties will be brought together to discuss the incident, the effects it has had on all involved and ways in which the situation could be improved. This mediation will follow the guidance below. In this way, we will be able to ensure consistency of approach, whichever member of staff is involved. One adult will try to find the answers to the following:

- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

The process would begin with an enquiry – this would involve listening to both parties, probably separately, in a non-judgmental manner. It might be followed by a discussion – both parties brought together to express and listen to their feelings and needs, leading to understanding of why each has acted the way they have. To resolve the problem, there would be mediation – the facilitator remains impartial and helps both sides to consider the problem as a shared one which needs a joint solution.

Procedure leading towards exclusion:

A decision to exclude a pupil should be taken only in response to serious breaches of the school's behaviour policy and/or if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school. Only the Headteacher (or in the Head's absence, the Deputy Head) can exclude a pupil. Exclusion should only be used if there are no other possible solutions available. This school follows all guidance relating to the exclusion process as set down by the DfE Exclusion Guidance. :

<https://www.gov.uk/school-discipline-exclusions>

Bullying:

Bullying may be distinguished from other unacceptable forms of aggression in that it:

- Involves dominance of one pupil by another, or a group of others
- Is pre-meditated
- Usually forms a pattern of behaviour rather than an isolated incident

The staff endeavours to be alert to the signs of bullying and always act firmly and promptly against it if allegations of bullying are sustained. The children are educated in how to form good relationships that have mutual respect. They are also taught what bullying is, and what they should do if they feel it is happening to them.

If Staff are alerted to bullying taking place either by seeing signs within an individual or by being told by an individual, group, or parent, the following course of action takes place:

1. Following the principles of restorative Justice as quickly as possible after being made aware and making noted of what each party says as these may be requested at a later date
2. If allegations are sustained, the aggressor(S) should be sent to the head who will deal firmly with the child(ren) in accordance with the rest of the policy and inform parents where appropriate
3. If allegations cannot be proven and need further investigation both the victim and the aggressor(S) go to the head for further investigation. If it is found to be true then will be dealt with as in number 2; if it fails to be resolved the issues will be closely monitored for a period of time. Parents will be informed.
4. If allegations are untrue: class teacher will investigate why the allegations had been made, consider if there are other concerns or problems that need solving. Inform head so they are aware.

Failure to respond to allegations of bullying may be interpreted as condoning the behaviour. As with bullying, any form of racial and sexual harassment is totally unacceptable and will be treated very seriously and dealt with firmly. If staff are made aware of any sexual harassment then they follow the same course of action as with bullying.

Appendix 1: Examples of unacceptable or inappropriate behaviour:

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Appendix 2: Restorative Justice Guidelines

Restorative Justice (RJ) approach incorporates a range of techniques, including the use of Circle Time, peer mediation/mentors and restorative conferences.

It is important that:

- The facilitator remains neutral
- Admittance should be made that harm has been caused
- The ‘wrong-doer’ is given the chance to put things right
- Emphasis is placed on restoration and reparation - some form of reparation is made - it is seen as a positive experience
- An agreement is drawn up, if it is a formal conference, and is signed and copies given to all involved

Restorative language should be used around the school, challenging pupils to take responsibility for their actions:

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Appendix 3:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy