



Positive Behaviour Policy

Isleham Church of England Primary School

September 2018

Isleham C of E Primary School

Behaviour Policy

1 Introduction

At Isleham C of E Primary School we want every member of our school community to feel valued and respected and for each person to be treated fairly and well. This reflects the values of our wider society and ensures that our children leave our school fully prepared for life in modern Britain. Our Behaviour Policy is a means of promoting good relationships and behaviour, so that we can all work together with the common purpose of helping everyone to learn.

A copy of this policy will be posted on the school's website and is available in hard copy on request through the school office. Parents are reminded of key policies and how to access them each year through newsletters.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

2 Aims

At Isleham C of E Primary School we consider that good behaviour is necessary for effective teaching and learning, and in order to fulfil our statement of purpose: 'Learning together; achieving the best'. We also believe that it is part of our role to help children learn to respect themselves and those around them, including those with different faiths and beliefs, and their responsibility for achieving this. These principles are illustrated through our school Golden Rules, and our school values shown below:-



3 Bullying

The school does not tolerate bullying of any kind and when it occurs we will act immediately to stop any further occurrences of such behaviour. While we accept that eradicating bullying is difficult, we will do everything in our power to ensure that all children can attend school free from fear. Our anti-bullying policy should be seen as part of this behaviour policy.

4 Encouraging and rewarding positive behaviour

Our policy is based on the premise that all children respond positively to praise and encouragement. Our house merit point token scheme enables each child to gain merit points which accumulate so that certificates and badges can be awarded in assembly each time that 20 merits are gained. Staff take the opportunity to recognise children's good work, good behaviour and their adherence to the school's 'Golden Rules' to award merit points, and each time that an individual certificate or badge is earned, children also put a token into their house collection container in order to aim to win a house privilege such as a movie time or extra playtime at the end of each term.

4.1 Our Golden Rules are displayed prominently throughout the school in classes and teaching areas and are referred to by all staff as appropriate. Individual class rules are agreed at the start of each academic year and are displayed in class or written up by children as appropriate. In this way every child knows the standard of behaviour we expect in our school. If there are incidents of anti-social behaviour these are discussed with the whole class during circle time.

4.2 Rewards

We promote positive behaviour with rewards for the children's effort and work, good behaviour, politeness, acts of kindness, helpfulness or consideration for others. Individual rewards vary from non-verbal rewards such as a smile or thumbs up sign, the use of stickers, showing and displaying work, acknowledgement at achievers' assemblies, the awarding of special privileges and responsibilities. For something outstanding or special the pupil will be sent to the Headteacher for a special Headteacher golden sticker, and their name will be recorded in the 'special mention' book. The school acknowledges the efforts and achievements of children, both in and out of school, through newsletters and achievement assemblies.

4.4 Circle time

As part of their personal and social development the children will also participate in circle time. This time is devoted to enhancing self-esteem, self-discipline and positive relationships through planned age-appropriate structured class discussions. Children also participate in PSHE classes linked with circle time. These approaches benefit children as individuals and as members of the school family and provide an opportunity for children to share pleasures, worries, fears learn to take turns and listen to others.

4.5 In the classroom, a 'Traffic Light' system / 'Sun and Cloud' chart operates- reinforcing our 3-step positive behaviour management strategy

1. Reinforce expectations.
2. Reinforce expectations again. Praise those behaving as desired and move up on chart. Issue warning of moving down on chart if any negative behaviour continues.
3. Move child misbehaving to red/ cloud if negative behaviour continues (Offer opportunities for child to be spotted doing the right thing to reset chart during or at end of session. Continue to spot those who deserve to move to 'green' or the 'rainbow')

In the playground/ outdoors, children are encouraged to play fairly and collaboratively and seek the help of an adult to resolve conflict if necessary.

5 Sanctions

The list in Appendix A is not exhaustive but suggests possible infringements of the behaviour code which staff will need to respond to.

Possible sanctions for incidents occurring during learning time:

Change of seating, loss of privilege e.g. golden time, loss of playtime, sent to work in another classroom, apology letter, removal from after-school club/ forthcoming excursion, exclusion (see section 7)

Possible sanctions for incidents occurring outdoors/ during playtimes:

Time out by fence, sent in to Headteacher/ Deputy Headteacher, exclusion from playtimes/ lunchtimes or part thereof, loss of privilege e.g. removal from after-school club/ forthcoming excursion, exclusion (see section 7)

All incidents will be treated on an individual basis, taking into account the personal circumstances of the child, and the context of the situation. Responses will take into account different circumstances and contexts which could include age, maturity, home circumstances, risk factors of the child to others and themselves, level of intent, provocation and the existence of previous incidents. If an incident involves several children, staff will endeavour to be fair and consider all accounts of an event.

The Headteacher is always willing to explain to parents the reasoning for any sanction applied to their child. A personal support plan will be set up for any child who is involved in repeated incidents of poor behaviour to suggest ways in which recurrence of negative behaviours can be avoided. If the school has to use reasonable sanctions to rectify behaviour, the school expects that parents will support these actions, consistent with the home-school agreement signed at the start of a child's time at school. The school expects that parents work together with the school and the children to achieve our school aims. (see section 9)

6 Support for individual pupil needs

We expect all children to meet our expectations but recognise that this will be more difficult for some children at certain times and an individual response may be required. We will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage any pupil. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

Additional support is available, through the school's Special Educational Needs (SEN) system for pupils who have social, emotional and behavioural needs. Our SEN policy sets out how we support pupils on the special needs register, including working with parents and external agencies if appropriate. This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

7 Exclusions

We do not wish to exclude any child from school but where there is sufficient evidence that a pupil has committed a disciplinary offence/ serious misbehaviour (and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school), the pupil may be excluded for a fixed period or permanently. We use the Cambridgeshire County Exclusions document which can be found on the cambslearntogether.co.uk website, to ensure that children, parents and staff understand the steps in this process.

Only the Headteacher, Deputy Headteacher or the senior leader in charge in the Head's absence, has the power to exclude a pupil. Whilst not an exhaustive list, the following sets out the kind of serious misbehaviour that might lead to exclusion:-

- physical assault including violent behaviour
- persistent bullying
- sexual misconduct
- drug and alcohol related incidents
- damage to property
- theft
- persistent disruptive behaviour, including non-compliance and failure to follow school rules.

7.1 Permanent exclusion will normally only be used as a last resort when all other reasonable strategies have been exhausted without success. However, some offences will be deemed so serious or affect the discipline and well-being of the whole school community that permanent exclusion for a first, or one-off, offence will be deemed by the Headteacher to be an appropriate response. These types of very serious behaviour include:

- serious actual or threatened violence against another pupil or member of staff,
- sexual abuse or assault,
- supplying an illegal drug,
- carrying an offensive weapon.

7.2 If the Headteacher excludes a child, they will inform the parents or carers within the prescribed timescales, using the agreed County guidelines, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents or carers that they can, if they wish, make representation or appeal against the decision to the governing body. The school will inform the parents or carers how to make such an appeal.

8 The Role of Staff

All staff have responsibility for ensuring that the behaviour policy is enforced and are given training and guidance on this as needed. All children are treated fairly and rules are enforced consistently by all staff; children are treated with respect and understanding at all times.

Teachers report to parents and carers about the progress and behaviour of each child in their class, through parent teacher meetings and in their end-of-year written reports to parents. Teachers may contact a parent if there are concerns about the behaviour or welfare of a child at any time during the school year.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of everyone at the school.

The Headteacher sets standards of behaviour and supports staff in the implementation of the policy. We appreciate that dealing with difficult behaviour is very stressful for staff. We make this a collective responsibility for all staff, with mutual support a key part of our caring community. The Headteacher will ensure all necessary measures to try and improve the child's behaviour are put in place. This may involve parents and carers, other school staff and outside agencies.

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours (although at Isleham Primary School, we do not exercise this power)
- Teachers can confiscate pupils' property.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

Class teachers take responsibility for speaking directly to parents about their child's behaviour; if this is not possible, then they are contacted by phone or written message.

9 The Role of Parents and Carers

The school works in close partnership with parents and carers, so that children receive consistent messages about how to behave at home and at school. Parents are reminded at the start of each school year about the Merit system in school. Individual children's behaviour is reported about at least three times a year in the Pupil Progress Reports in October and February, and end-of-year report in July; this states explicitly if children's behaviour meets expectations or not. Staff will speak to parents if their child's behaviour falls short of expectations and set up a pastoral support plan if there are repeated incidences of poor behaviour, with the aim of avoiding recurrences.

Part of this partnership includes parents supporting the school's use of consequences and sanctions as mentioned in section 5. However, should parents and carers have any concerns about the way that their child has been treated, they should contact the class teacher. If the concern remains, they should then contact the Headteacher. If these discussions cannot resolve the problem, our formal complaints procedure can be implemented.

10 The Role of the Governing Body

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body is responsible for setting the general guidelines on standards of discipline and behaviour and for reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

11 Restrictive Intervention and Positive Handling Policy

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children if the child is in danger of hurting themselves or injuring others. The actions that we take are in line with government guidelines on the restraint of children and with our Positive Handling Policy.

12 Drug- and alcohol-related incidents

Our pupils will be taught through the PSHE curriculum about the importance of a healthy lifestyles and it will be made clear that the possession or taking of illegal drugs and other substances will not be tolerated.

It is our policy therefore that no child should bring any drug, legal or illegal, to school. Separate arrangements are made for children who require prescribed medication during the school day – see Health and Safety Policy and Supporting Children with Medical Needs Policy. The school will also take very seriously misuse of any substances such as glue, other solvents or alcohol – see Drug Policy.

Any child who deliberately brings drugs or other harmful substances into school for the purpose of misuse may be excluded for a fixed period or permanently. Where appropriate, outside agencies will be informed.

13 Behaviour outside school

The school will use disciplinary sanctions if necessary to regulate the behaviour of pupils off site and when they are not under the lawful control of a member of the school staff. The school expects pupils to behave in a positive way at these times. In applying sanctions, the Headteacher will be mindful that there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

15 Confiscation

The school may confiscate items such as mobile phones and sharp objects in certain circumstances. Appropriate arrangements for the return of these items will be made. If it was necessary, and in the interests of the health and safety of the pupils and staff, screening and searching of pupils for weapons will be conducted according to the *2014 Searching, screening and confiscation advice*.

16 Monitoring and review

The Headteacher monitors the effectiveness of this policy every year or when needed if earlier and reports this to the governing body, making recommendations for further improvements.

The school keeps appropriate records concerning incidents of misbehaviour, including incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any child who is excluded for a fixed-period or who is permanently excluded.

The school reports any bullying or hate crimes to the Local Authority in accordance with their policy.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the nonstatutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The 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.

The Behaviour Policy is shared with parents and carers when their child starts school via the school website, with hard copies provided to parents on request, and supplied to all volunteers in school.

The use of both rewards and sanctions is monitored by the Headteacher to ensure that they are administered fairly, consistently, and non-discriminately and take account of individual pupil need.

17 Complaints about behaviour and discipline

Any complaints about behaviour and discipline will be dealt with under the school's complaints procedure.

Appendix A

Behaviour which is not accepted: Where children will require sanctions immediately- the Class Teacher and/or Head Teacher and Parents will be informed:

- Wilful and deliberate actions to hurt themselves or others – hitting, kicking, punching, head-locking, biting, throwing objects
- Racially motivated abuse
- Abuse relating to gender or sexuality
- Abuse relating to body size, weight, hair, glasses etc
- Abuse relating to disability or Special Educational Needs
- Swearing at another person
- Stealing
- Destroying property/vandalism
- Disruption of learning (screaming, tantrum etc)
- Leaving the school premises or care of the teacher on a school trip
- Lies – relating to the above

Behaviour which will be challenged: sanctions may be required.

- Answering back
- Swearing to themselves
- Not doing as asked: not stopping, not coming, deliberately walking away or ignoring an adult
- Wilful silence
- No eye contact (bearing in mind this may be difficult for some children with ASD)
- Calling out/not putting hand up or following usual classroom practice
- Dropping litter
- Not letting others play
- Teasing, gossiping
- Temper tantrums
- Pushing in lines
- Running in school
- Not remembering manners
- Inappropriate chatting in class
- Disturbing others around them
- Not getting on with work
- Refusing to complete work
- Refusing to join in with an activity
- Sulking
- Defacing their own or others work
- Not listening in class
- Fiddling with objects, if the objects become the focus of attention instead of listening
- Lies – relating to the above