



SCHOOL BEHAVIOUR POLICY

2018

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Please refer to the school's Child Protection Policy for more information.

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Agreed date: Autumn 2018

Next review: Spring 2020

Aims

Our aims are for all pupils to:

- Work together to promote an environment where everyone feels happy, safe and secure.
- Behave in a considerate way towards others.
- Become positive, responsible and increasingly independent members of the school community.

Implementation

Promoting a Positive Environment

The overall ethos of the school is an important factor in the promotion of good behaviour and ensuring pupils behave in a considerate way towards others. Our ethos can be seen through:

- a positive climate that promotes reward and praise
- the example set by members of staff in their relationships and communications with children
- the example of parents in their relationships with staff
- the sense of community within the school
- a colourful and stimulating environment in and around the school
- a variety of opportunities for all pupils to have their achievements celebrated

Promoting Good Behaviour

The school rewards good behaviour, through individual class rewards and through the use of house points as it believes that this will develop an ethos of respect, support and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards

School staff use the following guidelines to promote and reward good behaviour:

Types of Behaviours	Types of Rewards
<ul style="list-style-type: none">• putting hand up• contributing to lessons• being helpful• good work• always paying attention• ignoring bad behaviour in others• whole class good behaviour• working independently• consistent hard work• consistent good behaviour• following instructions well• exceptionally good piece of work	<ul style="list-style-type: none">• praise “well done”• stickers• work shared• lining up for play time first• cheer or clap• written comments and smiley faces in books• receiving a ‘Good Choices’ token• a treasure chest reward• house points• tell parents in person/text/ phone• sharing your work with the Head Teacher• sharing achievements in the celebration assembly/newsletter

Other opportunities to celebrate include:

- concerts, musical events, workshops
- performances, whole school and within the Cluster
- assemblies inc Christmas, harvest, leavers

- certificates and medals for sporting and other activities
- announcements of the performance of teams and individuals in newsletters and assemblies
- end of term celebrations of work with parents/ carers

The school acknowledges all the efforts and achievements of children, both in and out of school. Children share achievements in and out of school with their teachers and peers.

Rules

At the start of the year, pupils in each class agree and publish class rules. The class teacher discusses the Lunchtime and Playground Rules with each class at the beginning of the school year. In this way, every child in the school knows the standard of behaviour that is expected in the school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class so that issues arising can be quickly dealt with.

Sanctions

The school employs a number of sanctions to enforce the School Rules, and to ensure a safe and positive learning environment. Sanctions are appropriate to each individual situation. A warning is given unless the incident itself is a repeated offence or deemed by the adult dealing with it to be severe or put another child in danger.

Types of Behaviours	Types of Sanctions
<ul style="list-style-type: none"> • talking when others are talking • accidentally hurting someone • homework not completed • sulking • not paying attention • not following class rules • spoiling someone's game or work • retaliation • breaking equipment • distracting others • spoiling someone's work • answering back • not following class instructions • inappropriate body language • messing about in lessons, assembly or lunch • calling out or interrupting • use of bad language • unkind words • deliberately hurting someone • not following instructions from an adult • refusal to cooperate • taking someone's equipment without asking • rudeness to adults * 	<ul style="list-style-type: none"> • warning * • complete work at break • moved in class • miss playtime • see teacher • miss both playtimes • sent to another class or to work in headteacher's office • parents informed • miss a privilege • extra work about behaviour • letter home • see headteacher • meet with parents
<ul style="list-style-type: none"> • physical or verbal aggression towards another child or adult • bullying and acts of racism 	<ul style="list-style-type: none"> • fixed term exclusion
<ul style="list-style-type: none"> • Repeated acts of bullying • Repeated acts racism • Repeated acts of physical or verbal aggression towards another child or adult. 	<ul style="list-style-type: none"> • permanent exclusion

* **Adults:** any grown up on the premises or involved in a school activity.

* **Warning:** a look, a shake of the head, a signal to look or listen, removal of apparatus, initials on the board, a verbal reminder.

The school does not tolerate bullying of any kind. If any acts of bullying or intimidation are reported to have taken place, immediate action is taken to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, everything in our power is done to ensure that all children attend school free from fear.

See anti - bullying policy for further details.

The role of the class teacher

Is to ensure that:

- the School Rules are enforced consistently in their class,
- their class behaves in a responsible manner during lesson time and around the school
- they have high expectations of the children in terms of behaviour
- they strive to ensure that all children work to the best of their ability
- each child is treated fairly
- all children in their class are treated with respect and understanding
- a record of poor behaviour is kept in the Pupil Incident Book

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

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.

The role of the head teacher

It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher 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 head teacher may permanently exclude a child. Both these actions 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 home and at school.

Copies of the behaviour policy are distributed to new parents. Parents are expected to read this and support the implementation of the policy.

Parents are expected to support their child's learning and to co-operate with the school, as set out in the home-school agreement. Class teachers and the head teacher work hard to build a supportive dialogue between the home and school. Parents are informed immediately if there are concerns about a child's welfare or behaviour.

Where the school has to use reasonable sanctions against 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 head teacher. If discussions cannot resolve the problem, then parents should discuss the matter with the school governors, there is a formal grievance or appeal process that can be implemented.

The role of governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

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

Fixed-term and permanent exclusions

Only the head teacher (or any acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, parents are informed immediately and are given reasons for the exclusion. At the same time, the head teacher 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 head teacher 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 head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals made by parents on behalf of the governors.

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 head teacher must comply with this ruling.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. The head teacher also reports to the governing body on the effectiveness of the policy.

A Pupil Incident Book is kept in the school office. Incidents of misbehaviour are recorded in there by all staff. Class teachers are informed of incidents that occur at break or lunchtimes.

The head teacher keeps a record of any pupil who is excluded 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.

Related Policies and Documents

Anti-Bullying Policy

Volunteer Helpers Policy

Visitors Policy

Home-school Agreement

Staff Discipline, Conduct and Grievance (procedures for addressing)

8. Monitoring and review

This policy is monitored by the governing body and will be reviewed every two years or earlier if necessary.