

Written by Mrs N Driscoll



Eastnor Primary School

‘Inspire and Achieve’

Behaviour Policy

Date	Review
September 2016	Approved GB
September 2017	Review and approved GB

“Love one another as I have loved you that my joy might remain in you, and that your joy might be full. (John 15:12)”

Introduction

At Eastnor Parochial Primary School we believe that good behaviour is essential for effective learning. We therefore aim to enable each child to fulfil their highest level of personal achievement through encouraging, supporting and teaching good behaviour.

This policy is written in accordance with Behaviour and Discipline in Schools: Valuing All God’s Children 2017: A Guide for Head Teachers and School Staff Ref. No. DFE-00058-2011, July 2011 and acknowledges the school’s legal duties under the Equality Act 2010 and in respect of pupils with SEN.

Aims

Eastnor Parochial Primary School has high expectations of all its pupils. We promote a Christian values-based ethos where children are courteous, polite, and responsible, and so are able to learn and achieve, and thrive and flourish.

Therefore we aim to:

- Create a safe, secure, and values-based ethos and environment that encourages and reinforces good behaviour.
- Promote consistent responses to both positive and negative behaviour.
- Promote self-esteem, self-discipline and positive relationships and respect for others.
- Prevent bullying of any kind.
- Encourage the involvement of both home and school in the implementation of this policy.

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To ensure that this happens we regularly monitor the actions we have taken, so that we can make a judgment about how effective these actions have been.

Principles

- We aim to promote good behaviour based on Christian values that are promoted through acts of worship, lessons and all aspects of school life.
- Children are taught to celebrate humanity without exception or exclusion.
- Children are taught to understand that everyone is known and loved by God and that they are individually unique and special.
- Children are encouraged and taught how to behave appropriately at all times, both in and outside the classroom, and in and beyond the school building.
- Children are given opportunities to develop good manners and self-command in a range of situations and environments through a vibrant curriculum.
- Children are involved in understanding and managing good behaviour.

At Eastnor Parochial Primary School we value:

Ourselves

Each other

The world

God

We believe the Christian Values of friendship, compassion, and forgiveness are particularly important as we live and learn together.

Treat others as you would like to be treated. Friendship (Luke 6:31)

Be compassionate and kind to one another, forgiving each other, just as in Christ God forgave you. Compassion and Forgiveness (Ephesians 4:32)

Children are encouraged to take on the roles of Buddies and Playground Leaders to promote and model good behaviour to their peers and to the younger children.

Classroom management

At Eastnor Parochial Primary School all staff employ a positive approach to behaviour management. They:-

- Model appropriate behaviour at all times
- Are calm, consistent and patient
- Frame all interactions in a positive light.
- Use individual praise to encourage the whole class.
- Expect the best behaviour rather than anticipating the worst.
- See the completion of targets as a chance to reward.

Behaviour strategies and the teaching of good behaviour

In order to promote and encourage good behaviour staff:

- Act with compassion; value all children and each other.
- Model the use of ethical values-based language that encourages children to explore and understand the meaning of values.
- Focus on and emphasise the positive.
- Only disapprove of poor choices in behaviour and not of the child.
- Speak calmly and avoid shouting.
- Encourage children to take on positions of responsibility, such as being members of the School Council, helping out with lunchtime duties, and being Buddies, Assembly and corridor monitors.

Children are further taught about acceptable standards and expectations of behaviour through:

- Class Codes of Conduct
- Values-based assemblies
- Personal, Social and Health Education
- Circle Time
- Philosophy for Children
- Reflection time

Rewards and Sanctions

Rewards

Praise, encouragement, and rewards are used as widely as possible within an ethos of valuing and respect. Rewards include being invited to carry out enjoyable activities, such as blowing out the assembly candle or giving out the fruit.

- Every child is a member of a school House and receives House Points for good behaviour, work and any other positive contribution to school life. The winning house is praised in assembly at the end of each week.
- Particularly good work and behaviour is celebrated through the presentation of awards such as pupil of the week and the head teacher award which are recognised on the newsletter.
- A Values Certificate is presented to children who have exemplified the Christian Value of the Month through their own behaviour.
- Good behaviour is shared with parents and carers as much as possible through verbal reports, emails, or letters home.

Sanctions

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. Teachers can confiscate pupil's property if this is felt to be appropriate.

At Eastnor Parochial Primary School, when behaviour is unacceptable or work is not of a standard commensurate with the child's known ability, then one or more of the following sanctions may be used, initially by the class teacher:

- Removal of free time
- Staying in at playtime
- Working in an isolated position for a while
- Working in another teacher's classroom
- Loss of Golden Time

Wherever possible, children are encouraged and supported to make amends for poor behaviour, for example by writing a letter of apology, accompanied by a verbal apology, or doing a job that will help the other person or the school. This encourages children to develop self-responsibility and a social conscience.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances, 'to such extent as is reasonable.'

Sanctions may be applied where non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or
- in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Exclusions

As a final resort, or for a very serious misdeed, the Head teacher has the right to exclude a child from school. The Head teacher has the right to 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. If the Head teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. Parents can appeal against the decision to the governing body. The school will advise parents on how to make any such appeal.

The Head teacher will inform the governors and Local Authority about any permanent exclusion, and any fixed term exclusions beyond five days in any one term. The Governing Body discipline committee considers any exclusion appeals on behalf of the governors.

The school takes very seriously any allegations made against staff and would take disciplinary action against any pupil found to have made malicious accusations.

Pupil Support Systems

The Christian Values-based culture and ethos of the school provides a strong framework of support to each and every child. Positive behaviour is reinforced at every turn.

It is understood that some children will need greater support to achieve acceptable behaviour. Children with these additional needs are given as much support and understanding as possible, so that they may achieve and so that their impact on the rest of the children is minimised. Significant instances of concerning behaviour are discussed with all staff at the weekly staff meeting. Children who display continued difficulties in achieving good behaviour may be placed on the school's Special Educational Needs register.

As appropriate, children may have:

- Behaviour Charts, which carry rewards and incentives for positive behaviour and which are shared with parents or carers so that there is joint support.
- A one-to-one Teaching Assistant appointed to support and develop behaviour.
- Support from the Local Authority's Behaviour Support team.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

Liaison with parents and other agencies

The Head teacher and staff embrace a positive and pro-active approach to liaison with parents and multi-agencies. We work together with parents to ensure that children's needs are being met. Where there are behaviour concerns, staff liaise with parents on a regular basis in order to work together to improve things for the child as quickly as possible.

The school works with other agencies as appropriate in order to support children. Other agencies include:

- The Local Authority Behaviour Support Team
- The Educational Psychology Service
- The Local Authority Additional Needs Service
- The Brookfield School (Behaviour Outreach)

Managing pupil transition

All records kept on children are shared with the receiving school. Discussions are held with staff as appropriate.

Power to use Reasonable Force

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (refer to ‘Use of Reasonable Force’ - advice for school leaders, staff and governing bodies’).

Staff development and support

Staff at Eastnor Parochial Primary School work within a strong and mutually supportive values-based ethos. Significant instances of concerning behaviour are discussed with all staff at the weekly staff meeting, and supporting strategies are shared.

The SENCO and Head teacher take an active role in helping to manage and provide appropriate support to ensure that individual and class needs are met as swiftly as possible.

Staff training is organised to meet needs on an individual and whole school basis.

Equal Opportunities

This policy acknowledges the school’s legal duties under the Equality Act 2010 and in respect of pupils with SEN. The school will ensure that its Behaviour Policy is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race, or ability.

Monitoring and Evaluation

This policy is monitored on a regular basis through analysis of school culture and ethos, Behaviour records and exclusion figures, which are all reported in the Head teacher’s Report to Governors.

The Head teacher, staff, and the Governing Body hope that the caring, values-based ethos within the school will foster caring and respectful behaviour.

Expectations

This policy should be read in conjunction with the following policies and guidelines:

- Aims of the School
- Equal Opportunities Policy
- Special Educational Needs Policy
- BEHAVIOUR AND DISCIPLINE IN SCHOOLS: A Guide for Head Teachers and School Staff Ref. No. DFE-00058-2011, July 2011
- Valuing All God's Children Autumn 2017
- Equality Act 2010.
- Anti- Bullying Policy