

Coedffranc Primary School



BEHAVIOUR POLICY

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1. AIMS AND EXPECTATIONS

At Coedffranc Primary School, it is our aim that every member of the school community 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.

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is 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, using emotional literacy as its key element.

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

We treat all children fairly and apply this Behaviour Policy in a consistent way.

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.

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 AND CONSEQUENCES

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children,
- children congratulate children,
- children may celebrate their achievement with other staff and classes of children,
- we distribute badges/certificates/stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- achievements are shared and celebrated during our 'Celebration Assembly' each Friday where children are able to talk about their success.

The school acknowledges all the efforts and achievements of children, both in and out of school including pupil achievement out of school, for example, music, sporting or swimming certificates etc.

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All staff understand that it is the negative behaviour of the child that is the cause for concern and that each individual is responsible for the choices he/she makes.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we 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.
- If a child is disruptive in class, the teacher will reprimand him or her. If a child misbehaves repeatedly, the child will be isolated from the rest of the class until she/he calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and provide the child with an alternative activity if possible. If the situation is severe, the teacher will remove the children from the situation and isolate the 'offender'. The Head teacher /Deputy Head teacher will be summoned to help deal with the situation.
- If a child threatens, hurts or bullies another pupil, the class teacher will record the incident and the child will receive a suitable 'consequence' for making the wrong choice. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Consequences for Unacceptable Behaviour: Reflection Time:
This approach is underpinned by *all* pupils' right to be safe

What are the unacceptable behaviours?

1. Striking another child (initially or in retaliation)
2. Verbally provoking another child to illicit a negative reaction.

3. Refusal to respond positively to a reasonable request from an adult.
4. Using inappropriate language. (i.e. swearing)

Adults need to have witnessed these contraventions or be sure they occurred via reliable witnesses

1. What are the consequences for unacceptable behaviours?

1. Two missed playtimes.
- 2, 3 & 4. One missed playtime

Pupils to remain indoors with a teacher to supervise. The teacher will be organised by rota and will only be required if there are any pupils that require reflection time.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own Classroom Code, which is compiled and agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses and resolves these with the whole class during 'Circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 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 or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government and LEA guidelines on the restraint of children.

3. THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

The class 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.

The class teacher treats each child fairly and enforces the Classroom Code consistently. The teacher treats all children in their class with respect and understanding.

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 him/herself in the

normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

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 a member of the LEA behaviour support service.

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.

Any member of staff observing inappropriate behaviour will deal with the situation as it arises and will report the situation to the child's class teacher/deputy head teacher/head teacher.

4. THE ROLE OF THE HEAD TEACHER

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, 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 has the responsibility for giving fixed-term suspensions 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.

5. THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school's Prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish 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 these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. THE ROLE OF GOVERNORS

The Governing Body has the responsibility of setting down these 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's 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.

7. FIXED-TERM AND PERMANENT EXCLUSIONS

Only the head teacher (or the 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, she/he informs the parents immediately, giving 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 LEA 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 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 LEA 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.

8. MONITORING

The Head teacher monitors the effectiveness of this policy on a regular basis. She/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head teacher keeps a record of any pupil who is suspended 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.

9. REVIEW

The Governing Body reviews this policy on a regular basis. 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.

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