

Stepaside C.P. School

Behaviour Policy

Introduction

The school Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It is the primary 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. It aims to promote an environment where everyone feels happy, safe and secure.

At Stepside C.P. School we aim to:

- Encourage a trusting and caring environment.
- Create a positive atmosphere so that the children feel safe and secure and can develop self-discipline and self-esteem.
- Ensure each child in the school is equally valued by all, irrespective of class, age, race, gender or disability.

The school has a number of rules, but the primary aim of this policy is not a system of enforced 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.

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

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 further occurrences. While it is very difficult to eradicate all forms of bullying, we do everything in our power to ensure that all children are free to enjoy school and attend school free from fear.

AIMS

At Stepside C.P. School we aim to:

- Show respect for others, the environment and for ourselves.
- Enable children to distinguish between right and wrong.
- Encourage children to discuss aspects of their behaviour and that of others and to make suggestions to improve their own behaviour and that of others.
- Make the school policy available to parents and to encourage them to promote positive behaviour, working in partnership with the school.
- Enable the children to understand the system of rewards and sanctions and to enable them to measure how their skills and attitudes are improving.

SCHOOL EXPECTATIONS

At the beginning of every school year, staff and children discuss the following expectations. This will lead to the development of a set of rules for each class that will be displayed clearly.

- Do be gentle
- Do be kind and helpful
- Do work hard

- Do look after property
- Do listen to people
- Do be honest
- Do be true to your faith

All children and adults will be expected to uphold them. There needs to be common expectations of behaviour within every class to enable children to develop personal and social skills and to help them to acquire positive attitudes to learning.

We expect pupils to be polite, courteous, honest and truthful at all times. Also to :

- Listen when someone is talking in class
- Respond the first time a request is made
- Take turns to respond
- Respect a teacher's decision as final
- Work and play constructively with others
- Take turns and share
- Respect others' different opinions
- Find ways to settle disputes quickly
- Be truthful about their own actions and those of others
- Work independently and responsibly
- Follow instructions
- Complete tasks in the time given
- Respect the school environment, including school and personal property
- Walk carefully and quietly around the inside of our school
- Be sensible when using the cloakroom, toilet, library and other areas
- Leave areas tidy after use
- Never take other children's things without permission

LUNCHTIME AND BREAKTIME BEHAVIOUR

Class values apply at all times during the school day.

- Listen to instructions given by adults and respond immediately
- Behave sensibly at the table and do not walk around the dining hall without permission
- Help others when you can
- Line up sensibly and quietly
- Play with thought and consideration for others

REWARDING GOOD BEHAVIOUR

We praise and reward children for good behaviour in a variety of ways. Rewards will be awarded for:

- Sustained or improved effort
- Attentive listening
- Cooperative work with others
- Being kind, honest and polite

Ideas for rewards include:

- Stickers
- Star charts
- Golden Time
- Special Mentions

SANCTIONS

Appropriate sanctions will be used consistently for pupils who do not meet the agreed expectations of behaviour. Incidents of bullying and/or seriously inappropriate behaviour are recorded.

Serious incidents are reported to the Headteacher. Serious incidents include:

- Any form of physical assault on a pupil or member of staff
- Any form of bullying
- Use of foul language
- Damage to school property or that of another pupil

Any mitigating circumstances leading up to serious incidents should be thoroughly investigated, recorded and reported. At the Headteacher's discretion the parents may be informed. We make every effort to inform parents of any behaviour incidents as part of our close working partnership with parents.

Pupils will be sanctioned in the following ways:

- A verbal reprimand by teacher
- Loss of Golden Time
- Loss of break times/lunch times following the session in which bad behaviour occurred. Behaviour books/contracts/record cards may be implemented at this stage.
- Repeated poor behaviour will result in an increasing number of breaks missed per incident until the pupil realises that they must socialise in an acceptable manner. Pupils will be supervised throughout these sessions whilst excluded from break. Pupils will not be prevented from using the toilet or eating their snack/lunch.
- To minimise classroom disruption, pupils may be isolated within their own classrooms. Teachers should avoid sending pupils to work in another class as this may cause disruption and supervision difficulties.
- Restriction from attending after school clubs. Temporary until acceptable behaviour pattern resumes.
- Fixed term exclusion. The Headteacher may implement this last point without the prior stages in the event of a serious incident resulting in the harming of staff or pupils.

- Liaison with the Behaviour Support Service, linking home and school.
- Formulate a Behaviour Plan where appropriate for individual pupil's targets, regarding behaviour, stressing the positive ways in which this can be managed.

At all stages, the pupil's behaviour and sanctions must be explained clearly. Staff are reminded of their professional standing, each incident must be dealt with objectively. Each day is a new day and a new start.

POSITIVE HANDLING

Staff can use reasonable force to restrain pupils. This is dealt with during Team Teach training. However, they should be mindful that there is no legal definition of reasonable force. The only situations in which reasonable and proportionate force may be appropriate are as follows:

- Self defence
- Averting injury to another pupil or significant damage to property
- In dealing with a pupil who is behaving in a way that is compromising good order and discipline

If reasonable force is required, members of staff are advised to make sure they have another adult with them and to record the entire incident. It is expected that adults make the effort, where practical, in a situation where a pupil is considered to pose a threat to others, to remove children from the room prior to considering positive handling.

BEHAVIOUR PLANS

Where children find managing their behaviour difficult, or their behaviour is continually rude, aggressive, insolent or disruptive to the

class etc., a behaviour contract may be established between the Headteacher, class teacher, parents and the child. The contract will include targets, sanctions and rewards relevant to that child and his/her behaviour. In these situations, we work very closely with the Pembrokeshire Behaviour Support Service. Daily notes are recorded about the child's behaviour and a home/school behaviour diary may be used if appropriate. Entries in the diary should include positive as well as negative comments.

IMPORTANT GUIDELINES

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them 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, they may be asked to redo an activity.
- If a child is disruptive in class, they will be reprimanded by the teacher. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down and are in a position to work sensibly with others again.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

ROLE OF THE CLASS TEACHER

- It is the responsibility of the class teacher to ensure that school rules are implemented in their class.
- Class teachers will have high expectations of behaviour and strive to ensure that children work to the best of their ability.
- Teachers will treat each child fairly and enforce rules consistently. All children will be treated with respect and understanding.

- Class teachers will deal with behaviour themselves in the first instance. Persistent bad behaviour may be referred to the Headteacher.
- The Behaviour Support service/teacher may be called in at the Head's discretion.
- The class teacher should report bad behaviour to the parents- the Head will carry out this role in the event of serious incidents.
- The class teachers' own behaviour should be exemplary. Children should never feel threatened, frightened or intimidated but should be told firmly and clearly if their behaviour is inappropriate. Children should not be sent out of the class and left unattended. It is always advisable to have another adult with you as a witness to confirm that your treatment of the child is that of a "caring parent" and a competent professional.

ROLE OF THE HEADTEACHER

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

The Headteacher can work with staff to provide examples for pupils of different types of behaviour and the resulting consequences.

These can be organised through PSE lessons, circle time and topics planned within collective worship.

The Headteacher will keep records of reported incidents of serious misbehaviour.

The Headteacher 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 Headteacher may permanently exclude a child.

ROLE OF PARENTS

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

We explain the school rules in the school brochure and we expect parents to support them.

We expect parents to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about a 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 concerns about the way that their child has been treated, they should initially contact the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 Headteacher in carrying out these guidelines.

The Headteacher has the day to day authority to implement the school behaviour and discipline policy, 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.

ROLE OF SCHOOL COUNCIL

The School Council can support the Behaviour Policy of the school as it does many other school policies. The role of individual members could involve that of monitors during break and lunch times and help

with any disputes that may arise. It should be recognised that to be nominated as a School Council member, positive and good behaviour is necessary and supports the principle of a role model.

FIXED TERM AND PERMANENT EXCLUSIONS

Only the Headteacher has the power to exclude a pupil from school.

Fixed term exclusion will only be used where there has been a serious physical assault towards staff/pupils or persistently aggressive, rude or disruptive behaviour.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parents are immediately informed, giving the reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed term exclusions. Strict procedures are in place regarding exclusions and these are detailed in the LEA guidance booklet.

The governing body itself cannot either exclude a pupil or extend the exclusion period may by the Headteacher.

The governing body has a discipline committee, which is made up of between 3 and 5 members. This committee considers any exclusions 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 Headteacher must comply with this ruling.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis. They must also report to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

The Headteacher 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.

REVIEW

The governing body will review this policy every two years. 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.

CONCLUSION

The success of this Behaviour Policy will depend on all the staff having consistent expectations of good behaviour and using consistent approaches to dealing with misbehaviour. Clearly, the key to good behaviour in the classroom is setting teaching and learning activities appropriate to the needs and abilities of the children.

Stepaside C.P. School has a strong moral code and it is our intention to approach behaviour and discipline in a proactive, positive way.

Signed _____

Date _____