

Behaviour Policy

Aims and Expectations

- It is a primary aim of our school that everyone feels valued, respected and safe and that each person is treated fairly and consistently. We are a caring community whose values are built on mutual trust and respect for all. This policy is designed to support the way in which all members of the school community can live and work together in a supportive environment. We aim for our children to become positive, confident, responsible and independent members of the school community and society in general.
- Our school has a set of rules which emphasises appropriate behaviour and expectations. This policy outlines these rules, alongside the rewards and sanctions linked to them. It also aims to produce a consistent school response to any bullying incidents that might occur.
- As a school, we always seek to reward good behaviour as we believe this will develop an ethos of kindness, tolerance, respect and cooperation.

This policy is based on common sense and an expectation that we should all care for one another.

Rules, Rewards and Sanctions

Code of Conduct:

Each day at Stratford St Mary Primary School we expect that children;

- are ready to learn
- do their best
- are being kind
- are being helpful
- are listening carefully
- use an indoor voice when appropriate
- are playing nicely

Stratford St Mary School Rules are:

1. We will respect each other and be kind.
2. We will work hard and always try our best.
3. We will listen and follow instructions.
4. We will be sensible when we move around school, to keep safe.
5. We will respect our environment and equipment, including using the internet safely.

2.1 Rewards

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

- Staff praise children with positive body language (e.g. a smile), verbally and with stickers, stamps and smiley faces.
- Children are sent to the Headteacher or another member of staff for praise.
- The children have a merit card each, which is kept in their classroom (each child starts on red); when their card is full, the children take it to the office staff where it is exchanged for a house point, and a new chart is given to the child (these go in the rainbow coloured order – red, orange, yellow, green, blue, indigo & violet). The children are congratulated and their achievements celebrated in their class assembly. Once they have completed the rainbow they are awarded (a pot of) Golden Time.
- House Points are also awarded at lunchtime for good behaviour and manners. A running total of House Points is displayed in the School Hall and on the school website.

2.2 Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment however, the following approach will be adopted across the school:

There is a Traffic Light System in each class - all children start on green. If a child's behaviour does not meet expectations, the child is given a reminder of the rules and expectations, Child remains on green at this point.

- If the child continues to behave inappropriately, then they move to an orange card (a warning card)
- If inappropriate behaviour continues, they will then move to a yellow card. They will then miss part of their break time (morning or lunch) and this is progressive dependent upon the class
 - Kingfishers (Reception) will miss 4 minutes

- Woodpeckers (Years 1 & 2) will miss 6 minutes
- Owls (Years 3 & 4) will miss 8 minutes
- Swans (Years 5 & 6) will miss 10 minutes

If the last break has happened and the child is moved onto yellow, in KS1 they will then be given a 'time-out' for the relevant amount of time detailed above and in KS2 they will miss part of their break time the following day.

- If inappropriate behaviour continues, the child will be moved onto 'red', where they are sent to the Headteacher (or another Teacher in the Headteacher's absence) and parents will be informed at the end of the day. The date, time, child's name and reason when a child is removed from the classroom for behavioural reasons, is written on a class list.
- Swearing of any kind is a 'straight red'.
- A chart is kept daily to show which coloured card each child finishes the day on. This record is kept on the shared drive. The Headteacher sends a report to Governors at the end of each half term with regards to behaviour.

Each child starts each new day on green, regardless of where they were at the end of the previous school day.

Action will be taken to understand why the child is misbehaving and the teacher will agree strategies with the child to help them to cope with relevant feelings and agree ways to minimise such behaviour in the future.

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.

If a child threatens or hurts another pupil, or is involved in a verbal or physical altercation at break-times, the class teacher, Teaching Assistant or midday supervisor records the incident on an 'Incident Form' (purple) which is then held in a folder in the Headteacher's office. If it is felt necessary by the Head or class teacher, the incident would also be communicated with the parent of the perpetrator and the parent of the child who was threatened or hurt. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Children may be asked to stay in for part of the lunch break or play time by way of a sanction. No notice or parental consent is required.

It may be necessary to make reasonable adjustments to procedures for imposing a sanction to support the needs of individual children.

2.3 The school does not tolerate bullying of any kind. How we deal with incidents of suspected bullying is set out in our Anti-Bullying Policy.

2.4 All members of staff are aware of the regulations regarding the use of force by teachers. 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 – physical contact in terms of restraint would be used as a last resort. The actions that we take are in line with both government and Suffolk County Council guidelines on the restraint of children (see section 8 – Use of Restraint).

2.5 Behaviour of children outside of school is also expected to be of a high standard. The school has the right to enforce disciplinary procedures if: -

- The behaviour has been witnessed by a member of the school staff;
- The behaviour has been reported to the school;
- The pupil has been clearly identified as a pupil at the school;

3 The Role of the Class Teacher

3.1 The class teacher discusses the school rules with each class. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. The pupils may also wish to use the School Council to raise concerns.

3.2 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.

3.3 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.

3.4 The class teacher treats each child fairly and enforces the code of conduct and school rules consistently. The teacher treats all children in their class with respect and understanding.

3.5 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 (traffic light system), if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

3.6 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 the LA behaviour support service and reasonable adjustments may be made to the procedure for positive behaviour management to meet the needs of individual children.

4 The Role of the Headteacher

4.1 It is the role of the Headteacher, under the School Standards and Framework act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the 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 the children in the school. The effectiveness of the behaviour policy will be discussed regularly with staff, governors, children and parents.

4.2 The Headteacher also 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 Headteacher may permanently exclude a child.

5. The Role of Parents

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

5.2 The school rules are detailed on the school website, and we expect parents to read these and support them.

5.3 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.

5.4 If the school has to use reasonable sanctions in response to a child's behaviour, 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 and then 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.

6 The Role of Governors

6.1 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.

6.2 The Headteacher has the day-to-day authority to implement the school behaviour 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.

7 Fixed-Term and Permanent Exclusions

Incidents of severe or extreme behaviour may result in a fixed-term or permanent exclusion. Please see Exclusion Policy for more information.

8 Use of Restraint

8.1 Section 93 of the Education and Inspections Act 2006 enables school staff to use force as is reasonable in circumstances to prevent a pupil from doing or continuing to do, any of the following:

- a) committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or

- b) causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a lesson or otherwise.

It also specifies that the power to use force extends to members of staff at any school at which the pupil is receiving education.

8.2 Although preventative measures will not always work, there are a number of steps, which our school will take to help reduce the likelihood of situations arising where power to use force may need to be exercised:

- a) creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind
- b) developing effective relationships between pupils and staff that are central to good order
- c) adopting a whole-school approach to developing social and emotional skills
- d) taking a structured approach to staff development that helps staff to develop the skills and positive behaviour management; managing conflict and also to support each other during and after incidents
- e) recognising that challenging behaviours are often foreseeable
- f) effectively managing individual incidents. It is important to communicate calmly with the pupil, using non-threatening verbal and body language and ensuring the pupil can see a way out.

8.3 There can be no legal definition of what degree of force is reasonable. That will always depend on the precise circumstances of individual cases. The following considerations should be made if staff are considering using reasonable force:

- Is the action taken necessary? Have all the alternatives been exhausted?
- Is the action proportionate to the behaviour being exhibited? Is the response sufficient to stop the pupil from harming themselves or others, without excessively harming them?

Consideration needs to include the age, gender, ethnicity and any disability the pupil may have.

8.4 The judgement whether to use force and what force to use should always depend on the circumstance of each case and – crucially in the case with SEN and/or disabilities – information about the individual concerned.

8.5 If a pupil is acting in a threatening manner to either fellow pupils or members of staff, then restraint may be used to manoeuvre the pupil to a quiet room where they can be given time out to de-escalate. If this happens, then two members of staff will monitor the child to ensure the safety of all concerned. If they do not de-escalate within one hour, then parents will be contacted and asked to take them home to calm down.

9 Confiscation

9.1 Staff members have the right to confiscate, retain or dispose of any items when the item has been specifically prohibited by the school; when it is deemed as inappropriate material; when the item is used in such a way that it contributes to the disruption of an atmosphere that is conducive to learning.

9.2 The Head teacher has the authority to authorise any member of staff to search a child if they suspect that they are in possession of an item that needs to be confiscated. The adult will ask for consent from the child to conduct a search but has the right to conduct a search without consent if they suspect that the child is in possession of an item that could cause personal harm or injury. Two members of staff will be present when a search is in operation.

9.3 Confiscated items should be put in a secure place and should be either returned or disposed of.

10 Monitoring

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

10.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of more serious inappropriate behaviour. Incidents that occur at break or lunchtimes are reported to staff by the lunchtime supervisors.

10.3 Major incidents should be recorded on the headed paper, dated and signed by any member of staff who witnessed any part of the incident. Staff should try to recall main events, including any actions they or any other member of staff took (describing these in precise detail), and note anything the pupil said during this time. Where possible, approximate timings should be given to indicate the sequence and duration of events.

10.4 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

10.5 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.

11 Review

11.1 The governing body reviews this policy annually. 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.

This policy complies with and should be read in conjunction with the Equalities Policy.