

Maylandsea Community Primary School

'Enjoy and Achieve'

Behaviour Policy and School Rules

Aims and Expectations

At Maylandsea Primary School we aim to ensure 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. We value the contribution of each person and treat each other with dignity and respect. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live, work and learn together. It aims to promote a productive environment where everyone feels happy, safe and secure and ensures that functions are carried out with a view to safeguarding and promoting the welfare of children.

The school has a number of school rules (see below), 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.

We use this policy to ensure that we treat all children fairly and apply this behaviour policy in a consistent way. We encourage all members of our school community, both adults and children, to accept responsibility for ensuring high standards of behaviour are expected and maintained.

This policy aims to help children to grow and learn 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.

We regularly monitor and review our agreed behaviour policy and procedures.

Rewards

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

- teachers congratulate children;
- teachers give children team points which build into bronze, silver and platinum awards;
- teachers may send postcards home by post to congratulate pupils on good behaviour and good work;
- regular stars of the week assemblies are held and a Golden Book kept to record these achievements;
- a few children from each class are invited each week to present examples of good work in the school's Friday assembly;
- good behaviour raffle tickets are awarded and a weekly raffle draw takes place to win a prize in weekly assemblies
- all classes have an opportunity to lead an assembly where they are able to show examples of the work produced.
- pupils are sent to the Headteacher's office to share examples of good work and may be rewarded with a 'Headteacher's Award' and/or a note home.
- the school acknowledges all the efforts and achievements of children, both in and out of school. Assemblies and Newsletters to parents are used to celebrate pupil achievement out of school, for example, music or swimming certificates.

School Rules and Sanctions

In line with Government guidance, teachers, Learning Support Assistants, Midday Assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

In our school, the class teacher discusses the school and class rules with each class. Each class also has its own classroom code, which is 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 these with the whole class during 'circle time'.

The school employs a number of whole school sanctions to enforce the school rules, and to ensure a safe and positive learning environment. All adults are expected to employ these sanctions consistently and fairly:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may 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 re-do a task.
- If a child is disruptive in class, the teacher will reprimand and give a warning. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until

s/he calms down, and is in a position to work sensibly again with others. Break time may be lost and the child asked to remain in the classroom.

- Where misbehaviour persists, a yellow card system operates and a pupil report form created. This will be filled in by teachers in every lesson for an agreed period of time and sent home for parents to see. This allows a complete record of behaviour to be completed and follow up action to be agreed.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and prevent the child from taking part for the rest of that session. It may be necessary to remove a child to another classroom for a period of time.
- If a child threatens, hurts or bullies another pupil, the class teacher reports the incident to a member of the senior leadership team and appropriate action is taken. Our Anti-Bullying Policy outlines the steps we take to deal with this sort of behaviour and we follow the *guidance from the Department of Education Preventing and Tackling Bullying*. 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. If bullying outside school is reported to school staff it will be investigated and acted upon. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Teachers in our school do not hit, push or slap children. Staff will only intervene physically in order to restrain children and thereby prevent injury and never as a punishment. This includes occasions when the child is in danger of hurting him/herself. School staff are aware of and follow the *guidance from the Department of Education: Use of Reasonable Force*.

We believe that every child at this school has the right to feel happy and safe in our playground. To address this we have developed a set of lunchtime expectations and sanctions. Incidents of poor behaviour are dealt with immediately through a period of 'detention' which is dependant on the nature of the behaviour.

Poor behaviour at lunchtimes

A lunchtime 'Timeout Room' is in place at lunchtime **as and when required** and staffed on rotation by senior members of school staff. This facility supports the work of midday staff and allows the midday staff to access advice and support across the lunch hour. A pupil might be brought to this 'Timeout Room' following an incident of disruptive or aggressive behaviour where senior staff can investigate the incident, inform parents and decide upon appropriate follow-up action. This 'Timeout Room' may also be used as a sanction to address other serious or persistent issues and as an alternative to a fixed-term exclusion. A register of pupils referred to the 'Timeout Room' is maintained.

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 senior colleagues.

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 education social worker or LA behaviour support service or ask the SENCO (Special Educational Needs Coordinator) to gather further information on the school's behalf. Teachers may be asked to contribute to the creation of a Pastoral Support Plan (PSP) or a Consistent Behaviour Management Plan (CMP).

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 headteacher or acting 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 supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour in the incident book and will inform parents of such incidents by phone call or letter.

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.

The role of parents and the role of the child

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 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 headteacher or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The child's role is to understand and adhere to the class and school rules about good behaviour and to come to school each day ready and willing to learn and to act in a friendly, sociable and responsible way with the other children and all members of the school community. A growing sense of responsibility is expected as children move up from Reception to Year six.

The role of governors

The governing body has responsibility for setting down these general guidelines on standards of discipline and behaviour, and for 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.

The power to discipline beyond the school gate

In line with guidance from the Department of Education published in April 2011, disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The headteacher may choose to impose sanctions if a child is reported for bad behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- 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, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Screening and searching pupils

In line with guidance from the Department of Education published in April 2011, the headteacher or an authorised member of staff can search a pupil for any item banned under the school rules, if the pupil agrees. Banned items include knives or weapons, alcohol, illegal drugs and stolen items. The member of staff undertaking the search must be the same sex as the pupil being searched and there must be a witness (also a staff member, ideally the same sex as the pupil being searched). This is more likely to occur in a secondary school, however.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. 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, s/he informs the parents immediately, giving 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 Local Authority 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 headteacher.

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 appeals panels meet 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 headteacher must comply with this ruling.

Allegations of abuse against staff

In line with guidance from the Department for Education, when dealing with allegations of abuse against teachers and other staff, all allegations of abuse will be taken seriously. Our school is committed to ensuring that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of the member of staff will not be used as an automatic response when an allegation has been reported.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references. We will offer pastoral support to staff members in line with the DfE guidance.

Pupils who are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports 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 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.

Review and publication

The governing body reviews this policy every year. The adopted policy will be published to staff, pupils, parents and governors and is available in the school office and on the school website. The governors may, however, review the policy earlier than this, if there is a change in school policy, in response to an incident in relation to behaviour, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reference documents that inform our policy and procedures:

Department for Education documents (April 2011):

- Behaviour and Discipline in Schools - Guidance for Head Teachers and School Staff
- Behaviour and Discipline in Schools – guidance for governing bodies
- Use of Force
- Screening, searching and confiscation
- Dealing with allegations of abuse against teachers and other staff
- Preventing and tackling bullying

Let's Fight it Together (Cyberbullying DVD):

<http://www.youtube.com/watch?v=dubA2vhllrg>

Legislative links

The statutory duty on schools to promote good behaviour Education and Inspections Act 2006 Section 89 <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The power to tackle poor behaviour outside of school Education and Inspections Act 2006 Section 89(5) <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The Equality Act 2010 http://www.equalities.gov.uk/equality_bill.aspx

Appendix A

Specific Sanctions and strategies for Dealing with Poor Behaviour in class.

Step 1: Low level disruptive behaviour

- **Proximity praise** - draw attention to the very good behaviour of other pupils in the class and use them as an example to others.
- **Raffle tickets** - praise surrounding children for ignoring disruptive behaviour of other children.
- **Rule reminders** - ask children about the rule in question. 'David, what is our rule about talking when I'm talking?' Draw children's attention to class rules on display.
- **Ignore some low level actions** - strategically ignoring attention seeking behaviour (may work in some situations but not always suitable).
- **Stand child up** - (for a limited period only), in KS1 this may be too severe and could be used as part of step 2.
- **Name on board or happy/sad faces** - In KS1 the child would have to earn a happy face in order to take part in Golden Time.

Step 2: Constant low level disruptive behaviour

- **Time out in the classroom**- Identify a time out area in your classroom where the child can go for a five minute cooling off period. KS2 display key questions for children to think about, KS1 display picture of model behaviour.
- **Time out to a parallel year group teacher** - If time out in child's own class is unsuccessful because behaviour continues send child to parallel class for a breather for yourself, the child and the class! Any child sent for time out should make up time and complete missed work during part of their break or lunch time.

Step 3: To be followed after steps 2 or for more severe, threatening behaviour.

- **Send child to a member of the SLT** - staff have behaviour books to record any children sent to them, if this happens **more than once in a week** then the child will receive a yellow report card to take to all lessons for the next week. The aim being to get a tick/star for each of the four main sessions each day (may not be appropriate for every child to gain **every** tick/star, but show a big improvement). If child's behaviour improves they will come off the yellow report card at the end of the week. If it does

not improve they will have a second yellow report card, in the unlikely event that their behaviour continues a red report card will follow and step 4.

Step 4: To be followed **after** step 3 or for very extreme behaviour.

- **Send child to Head teacher** – This sanction must be seen as the last resort following the other steps (except maybe in a very extreme case!) Any child sent to the headteacher will receive a letter home alerting their parents about the inappropriate behaviour. The child will automatically be put onto a yellow report card, if the behaviour does not improve the yellow card will be repeated, followed by a red card for a week. In the hopefully unlikely event that this happens and the behaviour does not improve at the end of a three week period this will result in a temporary exclusion.

NB: KS1 use Golden Time as a further sanction to encourage appropriate behaviour, it would be very difficult to fit it into the timetable in KS2. However, please use your own systems, such as marbles in a pot to earn an allotted amount of free time activity as a reward or any similar system which works for you and your children.

Appendix B

Our School Rules

Rules for yourself:

1. **Always do your best**
2. **Wear your school uniform smartly and proudly**
3. **Follow instructions carefully**

Rules to help everyone enjoy school:

4. **Be a good friend**
5. **Be truthful and honest**
6. **Be polite and respectful**

Rules to keep everyone safe and happy:

- 7. Walk calmly and sensibly in and around the school**
- 8. Look after your belongings**
- 9. Look after the school building and all our equipment**
- 10. Be clean, tidy and hygienic; wash your hands**

Date of this review: April 2015