



# **Rosley CE School**

## **Behaviour Policy**

**This policy was approved by the governing body**

Signed \_\_\_\_\_

Date \_\_\_\_\_

Review date \_\_\_\_\_

## **Behaviour Policy**

The Governing Body of Rosley School as a Church school, seeks to develop in each pupil the Christian values which encourage and reinforce good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **Aims**

- To create an environment which promotes Christian values and attitudes
- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To teach children how to better manage their feelings and emotions
  - To help children to understand the impact of their behaviour on learning
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

### **STANDARDS OF BEHAVIOUR**

Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. Rosley C of E Primary School has a central role in the children's Christian, social and moral development just as it does in their academic development.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the Christian principles of honesty, respect, consideration and responsibility to become positive independent members of the school community.

### **School Ethos**

All the adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

## **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Behaviour Policy consistently throughout the school. They are also required to report to the Governing Body, when requested, on the effectiveness of this policy.

We believe that an appropriately structured curriculum and high quality teaching and learning contribute to good behaviour. The Headteacher will ensure that this is maintained and consistent in all classes.

The Headteacher will support staff by implementing the policy fairly and setting the standards of expected behaviour. They will support all staff in the implementation of the policy.

The Headteacher will keep records of reported serious incidents of misbehaviour. In the case of continued serious misbehaviour, the Headteacher will be responsible for imposing fixed-term or permanent exclusions. These actions to be taken only after the school governors are notified.

## **The role of the Class Teacher**

Class Teachers are responsible for planning for the needs of individual children, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour in addition to arrangements of furniture, access to resources and classroom displays, all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

## **The role of all school staff**

All members of staff are expected to model the behaviour they expect from the children and parents, and treat others with respect. In class, staff should be punctual and be neatly and appropriately presented. Staff should endeavour to eliminate and control any potential hazards in class and around the school. All complaints or concerns raised by children/parents will be taken seriously and given due attention.

## **The role of the Governors**

The Governing Body is responsible for monitoring and reviewing the effectiveness of the Behaviour Policy and setting guidelines on standards of discipline and behaviour. They have a duty to support the Headteacher in adhering to these guidelines and may give advice on particular disciplinary issues.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the policy is administered consistently and fairly. They will pay particular attention to matters of racial equality ensuring that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*.

## **The role of Pupils**

Pupils are responsible for collectively setting of class rules in collaboration with the class teacher. They are therefore expected to abide by these rules and accept sanctions imposed when they fail to do so. Pupils are also bound to follow the Home-School Agreement once they have read and signed it.

Children in Year 6 have the responsibility of becoming a 'Buddy'. This means that they will assist the teacher and/or mid-day meal supervisor in maintaining a positive, safe and happy environment in playground. They will intervene in cases of minor upsets, and endeavour to counsel children and resolve conflicts. In more serious cases, including situations where physical violence is displayed, they will alert the adult on duty and/or seek assistance from a member of staff inside the school building.

All pupils are expected to lead by example to younger members of the school community. They are expected to value and respect each other even when there are differences of opinion or culture. Children are encouraged to tell the truth at all times. They are expected to report any forms of bullying they are aware of.

## **The role of Parents and Carers**

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental support in all aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their collaboration in dealing with difficult issues of unacceptable behaviour.

Parents/carers will be given a copy of the Home-School Agreement and asked to read, sign and return it to school.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Parents are expected to support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. If any parent/carer or visitor is intimidating, threatening or aggressive towards a member of the school community the Headteacher will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately.

### **Rules and Procedures**

In Rosley C of E Primary School, all children are involved in creating and agreeing the class rules they are to adhere to. These are revised with each class on a yearly basis, ensuring pupils have full ownership of, and responsibility for the standards which they set for themselves. Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures:

- promote the Christian values upon which our school is based;
- are kept to a necessary minimum;
- are positively stated, telling the children what to do rather than what not to do;
- have a clear rationale, shared by all;
- are consistently applied and enforced by all;
- promote the idea that every member of the school has responsibilities towards the whole.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, which is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

All staff can award gold stars to pupils as reward for positive behaviour or work achievement. Children will receive the following for different numbers of gold stars accumulated over the year:

25 – Bronze Award

50 – Silver Award

100 – Gold Award

150 – Platinum Award

These awards will be presented in Collective Worship as they are earned by the children..

In addition to this, each gold star earned will gain 1 team point for the team that the child belongs to – *either Scafell Pike, Catbells, Skiddaw or Bowfell*. Each half term a team cup will be presented in Collective Worship and children will be able to choose a small prize from a selection of items. At the end of the academic year the overall winning team will be able to participate in a special activity in school.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Where there are persistent instances of misbehaviour, the children involved will draw up a behaviour contract with the teacher and any other affected

The flow diagram in Appendix 1 was developed in February 2008 during class council sessions in Years 3 and 4, and Years 5 and 6. They review this each year. Pupils agreed the structure to be followed when dealing with any incident of inappropriate behaviour in school. They agreed that as all adults within school can give praise and reward for positive behaviour, so all adults within school can be trusted to deal with inappropriate behaviour fairly and fittingly by following these procedures.

All class teachers and the Headteacher maintain a behaviour log to record when issues have had to be dealt with. These are monitored by the Headteacher and if necessary, parents will be invited in to discuss cases of repeated incidents or repeating patterns of unacceptable behaviour.

## **Fixed-term and Permanent Exclusions**

At Rosley School we do not wish to exclude any child, but sometimes this may be necessary. We have therefore adopted the standard national list of reasons for exclusion and the standard guidance *'Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF January 2003)*.

We recognise the legislative changes which came into effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions. Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child 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 child, she will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher will make it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA 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 child 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 an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

### **Screening, Searching and Confiscation**

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – February 2014 (A copy of this document is available from the school on request or to download from the DfE Website).

Items not allowed in school are mobile phones, MP3 players or similar equipment, electronic games, laser pens, i-pads, lighters, matches and any other item deemed as posing a threat to others. These items will be confiscated if brought into school.

### **Out of school behaviour**

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 Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

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

Rosley CE School is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from school, educational visits or other trips.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Related Policies**

Many of our policies are directly related to this behaviour policy. It is important therefore, that this policy should be read in conjunction with the following:

- Home-school Agreement
- Attendance Policy
- Homework Policy
- Physical Intervention Policy
- Acceptable use of Technology Policy
- Social Media Policy
- 6<sup>th</sup> Day Exclusion Policy
- Anti-Bullying Policy

### **Monitoring and review**

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.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The governing body reviews 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.

## Appendix 1

### Behaviour at Rosley C of E Primary School

