



Fishbourne CE Primary School Behaviour Policy

Autumn 2016

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian 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, promoting the safeguarding and welfare of children.

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. The school does however reserve the right to screen and search pupils for items banned in the school rules e.g. knives. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way, whilst committed to eliminating discrimination, harassment and victimisation.

This policy aims to help children to become positive, responsible and increasingly independent members of the school community, fostering good relations between all pupils.

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

- ❖ teachers congratulate children;
- ❖ written feedback that celebrates achievements and identifies areas for development
- ❖ Golden Learner certificates
- ❖ Celebrating achievements outside school in the newsletter, when appropriate

The school acknowledges all the efforts and achievements of children, both in and out of school.

Good to be Green - Behaviour charts

We use a 3 colour card system across the whole school which is displayed in each class.

All children are expected to display their green card at all times.

A yellow warning card is issued after the pupil has already received a verbal warning, which they did not adhere to and the member of staff has implemented appropriate intervention strategies e.g. moved the child away from the situation, sent them to another class.

A yellow warning card may come with an action to be taken e.g. miss a play, write a letter of apology. The pupil must change their individual card to a yellow warning.

If poor behaviour continues and all appropriate strategies implemented or a child severely misbehaves a red consequence card will be issued which must be displayed in the classroom. A red consequence card must result in an action to be taken. The pupil must be sent to the Headteacher (Deputy head if Head unavailable).

The Headteacher will then inform the parents of the situation through a red letter and further action will be taken under the supervision of the Headteacher - see sanctions below:

Sanctions

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.

1. Verbal reminder of good behaviour - children should always be on **GREEN**.
2. Verbal warning about poor behaviour - strategies put into place e.g. name on board.
3. Time out zone - pupil moved within the classroom or sits on bench in playground.
4. If poor behaviour continues a **YELLOW WARNING** card is issued e.g. pupil sent to another class or miss part or whole of a playtime.
5. A **RED CONSEQUENCE** card is issued if behaviour continues or is severe, and should be discussed with the Head Teacher before it is issued. Parents informed of behaviour through a red letter from Headteacher. A lunchtime or series of playtimes are missed, where an appropriate task is completed under the supervision of the Headteacher.
6. Parent, Headteacher, Teacher and pupil meeting set up if **RED CONSEQUENCE** card is issued on more than 3 occasions to draw up behaviour contract.
7. Internal exclusion - pupil excluded from classroom activities, work in isolation.
8. Fixed term exclusion - pupil excluded from school for a set period of time.
9. Permanent exclusion - pupil excluded from the school permanently

Children would be encouraged/expected to do something constructive at each stage e.g. apologies, letters, tidying up, picking up litter.

Sanctions do have a hierarchy but certain actions would mean that a child would immediately be placed further down the levels.

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. (See Anti- bullying policy)

A record of the number of yellow and red cards issued each term are collated by class teachers and presented to the Head. Pupils staying on green are celebrated and presented with a certificate.

The role of the class teacher

The class teacher discusses the school rules with each class. 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.

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 rules consistently. The teacher treats all children in their class with respect and understanding.

In the first instance, the class teacher deals with incidents him/herself in the usual manner. If a child misbehaves repeatedly in class, the class teacher will issue a warning card to that child. However, if misbehaviour continues, the class teacher seeks help and advice from colleagues (e.g. child sent to key stage leader or another class) and in extreme behavioural circumstances the child will be sent to the headteacher.

Staff have the responsibility to intervene with appropriate physical force i.e. restraint, *ONLY* in the event of a child posing a risk to themselves, another child or an adult. Appropriate adjustments will be made for pupils with disabilities or SEN.

The class teacher liaises with the SEN Manager and external agencies, such as the Inclusion Support Team, as necessary, when dealing with children displaying continuous disruptive behaviour.

The class teacher reports to parents about the academic and social 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.

In the event of staff being accused of misconduct, pastoral care will be made available for the member of staff concerned.

The role of the LSA's

It is the responsibility of the LSA's to support teachers to ensure that the school rules are enforced in the class, working in a small group or 1:1 outside of the classroom.

The LSA's support the duty teacher at playtimes, and MLT duty teacher at lunchtimes to ensure that the children behave in a responsible manner.

The LSA responsible for dealing with an incident at playtime or lunchtime should inform the class teacher if there has been an issue involving any members of their class.

The 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 and staff in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour by supporting staff in the implementation of the policy, and by contacting parents if a red card has been issued.

The headteacher keeps records of all reported serious incidents of 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. Both these actions are only taken after the school governors have been notified.

On the way to and from school and while a pupil is in uniform the school can exert discipline working in partnership with parents.

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 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by writing to the Chair of Governors.

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 headteacher in carrying out these guidelines.

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.

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, 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 (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 pupil or extend the exclusion period made by the headteacher.

When an appeals panel meets to consider 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.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body.

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 him due to a red card being issued. We also keep a record of any incidents that occur at break or lunchtimes on the playground incident cards which are kept by the head teacher.

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 exclusions, and to ensure that the school policy is administered fairly and consistently.

To be read in conjunction with the following policies;

- Anti-bullying
- SEN
- Inclusion
- Single Equality
- Health and Safety

Review Autumn 2017