

Middleton-in-Teesdale Primary School.



Behaviour Policy

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. This policy is based upon a range of values and attitudes 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.

The school has a number of 'expected behaviours'. Promoting, encouraging and rewarding these behaviours develops an environment where 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. The concepts of fairness and consistency are crucial to the successful implementation of this policy and the procedures it contains.

We aim to help children to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

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

- teachers congratulate children;
- each week we nominate a child from each class to be 'star of the week' (child who has the most 'dojo's' that week);
- each 'star of the week' receives a sticker and trophy in the school assembly;
- each week we nominate a child from each class that has displayed 'marvellous manners' in the week;
- each 'marvellous manners' child receives a sticker and trophy in the school assembly;

- the six children from each class who have accumulated the most 'dojos' at the end of each term will receive an enrichment reward half-day – eg theatre trip;
- Children receive raffle tickets for reading regularly and for scoring highly in the 'accelerated reading' tests. Raffle tickets are drawn out and the winner receives a book prize.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Displays regarding pupil achievement out of school, for example, music or swimming certificates are regularly updated.
- 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.
- We expect children to demonstrate the agreed good learning behaviours. When they do not, we give them 'verbal or visual reminders' using the class based traffic light system. If children receive reminders and still do not behave appropriately, they move to amber and red if poor behaviour continues.
- If a pupil moves to red on the class traffic light system, he/she will miss some of his/her 'green time' and instead spend some of that session discussing their behaviour with a member of staff and making a plan of how to approach the following week. They also have time out during the following playtime and have to stand in a designated area (*if a pupil is put onto red during an afternoon they will have time out in a designated area during their playtime on the following day*).
- Where the behaviour is deemed to warrant it children may be moved to red without previous warnings.
- Children are given a chance to 'redeem' their behaviour by moving from amber to green. At the start of each day all pupils begin again on green (*pupils who have to miss a playtime due to being on a red the previous afternoon still start the day on green*).
- 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 demonstrates violent/extremely disruptive behaviour he/she may be removed from their classroom/playground and given time out in a designated area within the school building.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished as outlined above. 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.
- On occasions when a child demonstrates poor behaviour at lunchtime, lunchtime supervisors may ask that pupil to have time out in a designated area.
- On occasions where the behaviour of a particular child is deemed to need it, individual behaviour plans and systems may be introduced.

The class teacher discusses the 'expected good attitudes to learning' with each class. These are then displayed in 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 worship'.

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We view bullying as

behaviours towards another child, either physical or verbal, over a prolonged time period with the desired intention of upsetting or hurting that child. 'One-off' incidents behaviours are not bullying and will be dealt with on that overriding basis.

There may be times when it is appropriate to use reasonable force, in these instances staff will follow the DFE Guidance 2013. Staff in our school do not hit, push or slap children. Staff are trained in Positive Handling and only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the children know and understand the behaviours that are expected of them and to ensure they are enforced in the classroom.

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 the headteacher.

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.

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

It is the responsibility 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 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.

The headteacher 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. Both these actions are only taken after the school governors have been notified.

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 expect parents to support their child's learning. 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 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.

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 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.

The governing body has a discipline committee which considers any exclusion 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 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. S/he 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 of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/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 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.

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