

Loddon Primary Federation



Behaviour Policy

Date of Policy: Summer 2017
Review Date: Summer 2018

Members of staff responsible: HWB Team
Governor Committee responsible: FGB

Safe **T**houghtful **A**spirational **R**espectful **S**uccessful

Behaviour Policy

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1 Policy Rationale and Aims

- 1.1 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 in a happy, safe and secure environment. We are a caring community, whose values are built on mutual trust and respect for all.
- 1.2 This policy is a means of promoting good relationships, so that our school community can work together, in an effective and considerate way, with the common purpose of helping everyone to learn.
- 1.3 We treat all children fairly and aim to provide a supportive learning environment through the implementation of a consistent approach to pupil discipline.
- 1.4 We encourage our pupils to develop the skills of self-discipline, behaviour management and conflict resolution to become positive, responsible and increasingly independent members of our school community.
- 1.5 Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and consequences

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - staff congratulate children;
 - in KS1 and KS2, children can earn 'golden time';
 - each week we nominate children from each class to be entered in the 'STARS Book'. Their achievements are then celebrated in our special 'Celebration Assembly'. Each child receives a Certificate;
 - children can bring in certificates and medals from home to share their achievements with the rest of the school during a Celebration Assembly.
- 2.2 The school employs a number of 'consequences' to enforce the school rules, and ensure a safe and positive learning environment. We employ each 'consequence' appropriately to each individual situation (Appendix A).
- 2.3 The class teacher discusses the school rules (Appendix B) with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.4 We do 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

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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.

- 2.5 Pupils are educated with regard to Anti-Bullying as part of our PSHE (Personal, Social & Health Education) teaching. A separate policy exists and is associated with the PSHE policy.

3 The Role of all staff

- 3.1 It is the responsibility of classroom staff to set and maintain standards of discipline. A member of staff is any person who, with the authority of the Headteacher, has lawful control or charge of pupils for whom education is being provided.
- 3.2 Our staff treat all children fairly, with respect and understanding, and consistently enforce the classroom code and School Rules.
- 3.3 If misbehaviour continues, the class teacher liaises with the SENDCO / SLT / Headteacher.
- 3.4 Teachers / office may contact parents / carers if there are concerns about the behaviour or welfare of a child.
- 3.5 Our staff have the right to feel valued and respected, to be supported by other staff, parents and Governors and shown courtesy and co-operation.

4 The Role of the Headteacher

- 4.1 It is the responsibility of the Head to ensure this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.
- 4.2 The Headteacher supports the staff by setting the standards of behaviour and supporting staff in their implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Headteacher has 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 Head will liaise with the Chair of Governors if a permanent exclusion is likely.

5 The Role of Parents/ Carers

- 5.1 The school collaborates actively with parents/ carers, so that children receive consistent messages about acceptable behaviour.
- 5.2 We explain the school rules in our School Prospectus, and expect parents/ carers to read and support them.
- 5.3 We expect parents/ carers to support their child's learning, and cooperate with the school, as set out in the home-school agreement. This document is given to all parents/ carers of new children from Reception through to Year 6. We aim to build a supportive dialogue between the home and school, and inform parents immediately we have concerns about their child's welfare or behaviour.

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5.4 If the school has to use reasonable sanctions to punish a child, we expect parents/carers to support the actions of the school. If they have any concerns about the way their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5.5 Parents/ carers have the right to feel valued and respected; to be welcomed into our school and shown courtesy and cooperation.

6 The Role of Pupils

6.1 We expect pupils to participate in all normal school activities, work to the best of their ability and obey school rules.

6.2 Pupils have a responsibility to be cooperative and considerate, sharing and caring for each other as well as for personal and school equipment.

6.3 Children are encouraged to contribute ideas and opinions in a positive and considerate way, be listened to and respected for them.

7 The Role of Governors

7.1 The governing body has the responsibility of approving the expected standards of discipline and behaviour, and reviewing their effectiveness.

7.2 The governors support the Head in adhering to this policy.

7.3 The Head has the day-to-day authority to implement the school's policy on behaviour and discipline with the support of the Governing Body.

7.4 Governors must be involved in exclusions.

8 Parenting Contracts

8.1 In cases of truancy and exclusions for unacceptable behaviour we support the use of Parenting Contracts.

8.2 A Parenting Contract is a formal written agreement between a parent / carer and the governing body of a school (and in some cases Children's Services).

8.3 Entry into a Parenting Contract is voluntary for both parties. It is not to be seen or used as a punitive measure against the parent/ carer.

8.4 The Contract should contain:

- a statement by the parent/ carer that they agree to comply for a defined period with whatever requirements are specified in the contract and;
- a statement by the school's governing body or Children's Services agreeing to provide support to the parent/ carer for the purpose of complying with the contract.

9 The Use of Force to Control and Restrain Pupils
(Education and Inspections Act 2006)

9.1 Before intervening physically staff will tell the pupil to stop and explain what will be the consequences if they do not.

9.2 Staff will only intervene physically with 'reasonable force' to prevent pupils from doing, or continuing to do, any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property (including the pupil's own property)
- engaging in any behaviour prejudicial to maintaining good order or discipline at school or amongst its pupils.

The actions that we take are in line with government guidelines on the restraint of children.

9.3 Staff will continue to communicate with the pupil throughout the incident and make it clear that physical contact/restraint will stop as soon as it ceases to be necessary.

9.4 Physical intervention may involve:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pulling
- pushing
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds

9.5 The Headteacher must be informed on occasions where the use of 'reasonable force' has been applied.

9.6 The incident must be recorded in the 'Incidents Book' kept in the school office, stating:

- name(s) of the pupil(s) involved;
- name(s) of any other staff or pupils who witnessed the incident;
- the reason why force was necessary;
- how the incident began and progressed including details of the pupils behaviour, what was said by each of the parties, steps taken to defuse the situation, the degree of force used, how it was applied and for how long;
- the pupil's response and outcome of the incident;
- details of any injury suffered by the pupil, another pupil or member of staff and any damage to property.

9.7 Guidance and procedures for staff regarding violence at work may be found in Section 8 of the Children's Services Health and Safety Manual, kept in the school office.

9.8 If force has been used, an opportunity for de-briefing for staff should be offered.

10 Confiscation

10.1 Confiscation of items from pupils will occur where such a sanction is a reasonable and proportionate response to a situation.

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10.2 Items of value or nuisance may be confiscated by staff and will be stored in a safe place until they can be returned, either to the child or to a parent/carer, at home time.

11 Fixed-term and Permanent Exclusions

11.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion (Appendix C) and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003).

11.2 Only the Head has the power to exclude a child from school. The Head may exclude a child for one or more fixed periods, for up to 45 days in any one school year (for this purpose a lunch time exclusion counts as a half-day). In extreme and exceptional circumstances the Head may exclude a child permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

11.3 If the Head excludes a child, parents/ carers are informed immediately, giving clear reasons for the exclusion. At the same time, the Head will advise them that they can, if they wish, make representations about the exclusion to the governing body.

11.4 The Head informs the LA and governing body about any fixed-term and permanent exclusions.

11.5 The governing body has a Discipline Committee, made up of three members. This Committee considers any permanent exclusion on behalf of the governors.

11.6 If this Committee decides that a child should be reinstated, the Head must comply with this ruling.

11.7 Where the Committee has upheld a permanent exclusion, parents/ carers may appeal this decision within 15 school days, after the day on which they were given written notice of the decision.

11.8 The Local Authority then establish an Appeals Panel to review the case and consider the appeal.

12 Drug and alcohol related incidents

12.1 We have a separate policy dealing specifically with our approach to drug and alcohol related incidents. This is associated with the PSHE policy.

13 Offensive Weapons

- 13.1 No child should bring onto school premises any weapon or item that could be considered a dangerous weapon. Any such incident will be treated extremely seriously and appropriate action will be taken which may lead to a fixed term or permanent exclusion depending on the nature of the incident.

14 Associated Policies

- 14.1 This policy should be read in conjunction with the following school policies and procedures:

- Child Protection policy
- Racial Equality policy
- Drug policy
- Special Educational Needs policy
- Anti-Bullying policy

15 Monitoring and Review

- 15.1 The school keeps a variety of records concerning incidents of misbehaviour;
- The Head records incidents where a child is sent to him on account of bad behaviour
 - Lunchtime supervisors give written details of any notable incidents occurring at lunchtimes which are recorded in the incidents book kept in the Office.
- 15.2 The Head keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

Consequences of Poor Behaviour

Foundation Stage

At this stage of children's education we operate a 'Time Out' sanction, whereby the child is asked to sit in an allocated place for one minute for every year of their age. A sand timer is used as a visual signal.

Consider involvement of parent

Key Stages 1 and 2

Across these Key Stages we operate a 3-step system. This has been explained to all children and is displayed in a prominent position in the classroom.

Step 1

Staff will caution the child.

Consider involvement of parent

Step 2

The pupil will be removed to a specified area within the classroom for a specific length of time.

Consider involvement of parent

Step 3

The child will be sent to the Headteacher. Depending on the frequency and circumstances of such a referral the Head may write to the parents/ carers asking them to attend a meeting to discuss the school's concern with the behaviour of their child.

Consider involvement of parent

Mission Statement

Working together, Learning together, Growing together

Our School Rules / Golden Rules

Safe **T**houghtful **A**spirational **R**espectful **S**uccessful

Our Values

We aim to: -

- Inspire children to have a love of learning
- Enable our children to be part of our school community built on teamwork, kindness and consideration
- Ensure our children understand the importance of caring for our world
- Nurture our children to respect and care for each other
- Create a safe happy and secure learning environment
- Build a school in partnership with parents, families and the wider community.

National standard list of reasons for exclusions

The list is a guide and not intended to be used as a tick-list for exclusions. In reaching a decision to exclude, Headteachers should refer to the Department of Education's guidance document '*Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units*' published in January 2003.

Physical assault against pupils include:

- Fighting - Violent behaviour
- Wounding - Obstruction and jostling

Physical assault against adults include:

- Violent behaviour - Obstruction and jostling
- Wounding

Verbal abuse/ threatening behaviour against pupils includes:

- Threatened violence - Aggressive behaviour
- Swearing - Homophobic abuse and harassment
- Verbal intimidation - Carrying an offensive weapon

Verbal abuse / threatening behaviour against adult includes:

- Threatened violence - Aggressive behaviour
- Swearing - Homophobic abuse and harassment
- Verbal intimidation - Carrying an offensive weapon

Bullying includes:

- Verbal bullying - Physical bullying
- Homophobic bullying - Racist bullying

Racist abuse includes:

- Racist taunting and harassment - Derogatory racist statements
- Racist bullying - Racist graffiti
- Swearing that can be attributed to racist characteristics

Sexual misconduct includes:

- Sexual abuse - Sexual assault
- Sexual harassment - Lewd behaviour
- Sexual bullying - Sexual graffiti

Drug and alcohol related includes:

- Possession of illegal drugs - Inappropriate use of prescribed drugs
- Drug dealing - Smoking
- Alcohol abuse - Substance abuse

Damage includes:

- Vandalism - Arson
- Graffiti
- Damage to school or personal property belonging to any member of the school community

Theft includes:

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- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour includes:

- Challenging behaviour
- Persistent violation of school rules
- Disobedience

'Other' includes:

- incidents which are not covered by the above, this category should be used sparingly

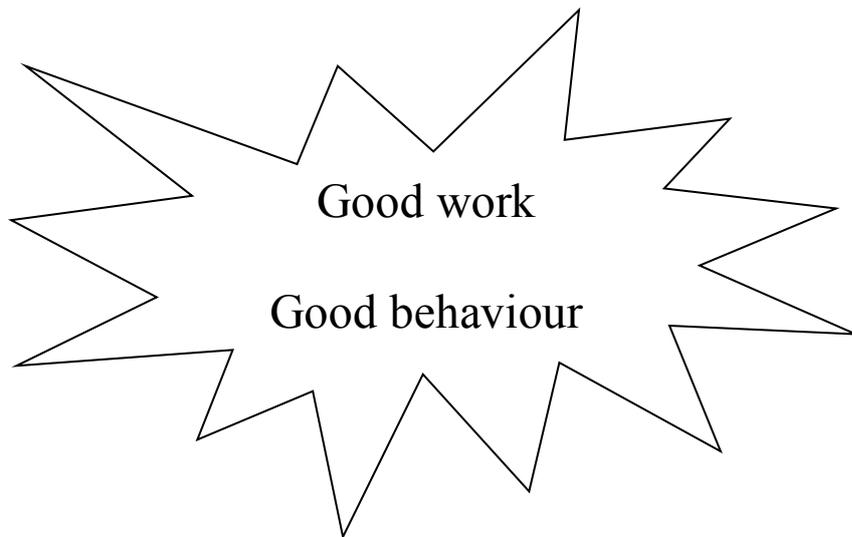
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Rewards

Team points

Certificates

Stickers



Golden time

Privileges

STARS Book

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Consequences

Poor behaviour

Verbal reminders
Verbal warning

Name on board and mark / move down rocket Step 1 -5 mins
Continues
Second mark next to name / move down rocket Step 2 -10 mins
Continues
Third mark next to name / move down rocket Step 3 -15 mins
Fourth – removed for the rest of that session

(Staff to organise this themselves)

Move place, work alone
Lose some Golden time or part of playtime

Lose all of playtime
A note to Head Teacher. Child reminded / taken to
Head Teacher at breaktime / dinnertime
"Face up to it" form completed

2 'Face up to it' forms completed in a half-term

Letter sent home from Headteacher inviting
parents into school to discuss child's behaviour
with Head Teacher and Class Teacher

Loddon Primary Federation

Name

Class

1. We always try our best and allow others to do the same
2. We respect and care for everybody and everything
3. We keep ourselves and others safe
4. We are polite and helpful to everybody
5. We sort out problems in a fair and sensible way
6. We are in the right place at the right time

What I did against the class rules

.....
.....

What rule I broke

.....
.....

Why I did it (*my explanation*)

.....
.....

What I think I should do to put it right – **think of 3 ways and choose (✓) at least 1**

- 1)
- 2)
- 3)

Adults Informed:

Teacher / parents comments

Signed.....(pupil)

Date

Signed..... (Headteacher)

Date



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What I did

.....

.....

How I feel

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

How the other person feels

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

How my mum and dad would feel

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

How to put it right

1)

Signed..... (Headteacher) Date