



St John’s Walham Green CE Primary School

Policy Name	Behaviour Policy		
Date	March 2017	Review Date	March 2018
Responsibility	FGB	Resources	Curriculum
Committee agreed on:	Signed by		
FGB agreed/ratified on: 8.3.17	Signed by: 		

St. John's Walham Green Church of England Primary School aspires to develop young people who are successful students, independent learners and confident individuals. We strive to ensure that our pupils become responsible citizens with a concern for the well-being of all God's creation.

Equal Opportunities Statement

St John’s School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. All staff and governors are responsible for ensuring that we implement this policy and abide by the Equality Act 2010. This policy also complies with section 89 of the Education and Inspections Act 2006.

Introduction

Through a shared code of conduct, based on it’s Christian ethos, the school aims for a safe yet exciting and vibrant learning environment whereby all can excel.

Rationale

If a child is going to fulfil their potential the school, in partnership with the family have to teach the child ‘good behaviours’ for learning.

Values School

St John’s Walham Green Primary School is a Values School and this underpins everything undertaken at the school. This philosophy is essential to this behaviour policy and all named parties need to be guided by this principle when applying this policy. The values will include respect, service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope and a sense of what it means to be a community (koinonia). Children are taught what is acceptable behaviour and that making poor choices in behaviour can have consequences. All school staff and stakeholders have a responsibility towards modelling good behaviour and by improving and maintaining their own behaviour practises by attending regular training. Like the staff, children are given the opportunity to hold roles and responsibilities within school and represent their peers through the School Council. The children’s ideas are listened to and taken into account to ensure their rights are considered and that the school remains fair in its decision making.

Our school motto serves to remind us all that we should care for everyone within the school community and aim to draw upon such Religious teachings as we live our lives: reflecting upon our own actions, before looking at others.

“This is my commandment: love one another as I have loved you.” John 15:12

Rewards

All children will be encouraged to practice good behaviour with a suitable series of awards. It is important that good behaviour and work is recognised and celebrated. Rewards may involve:

- verbal praise and smiling at children
- words of encouragement
- verbal praise to parents about their children
- sharing the work/behaviour/attitude with the class
- recognition in the Celebration Assembly
- achievement stickers
- House points (with rewards given at the end of the school year for the winning House)
- Star of the Day
- Blue Tie
- certificates
- Prizes for attendance or 'early bird' class winners
- displaying the child's work on the Stunning Work Board
- showing achievement (work/behaviour) to Headteacher or Deputy or another member of staff
- recognition in the school newsletter
- A place on the 'Top Table' at lunchtime for showing good manners and behaviour in the dining hall

Dealing with inappropriate behaviour

Each member of the school community has a role and responsibility to ensure a safe and happy environment for all. Children and staff are encouraged to promote good behaviours and show respect and compassion to everyone within the school community. It is the school's responsibility to help and encourage children to develop strategies and skills which will help them to be resilient and forgiving when they deal with difficult situations. Children will be helped and supported whatever their need, to develop healthy, spiritual and moral frameworks which will support them into secondary school and their adult life. It is recognised that children often make poor choices in their behaviour when they are upset or troubled themselves so at St John's we take time to talk to children to find out the causes of their poor choices for behaviour. A family Liason Support Officer, Staff Mentor or Class Buddy can be used for support when needed.

The safety of the children at St John's Primary is paramount and the school does not tolerate bullying of any kind. If it is found that any major breach of discipline such as bullying (including cyber bullying), physical assault, stealing, abusive language, racial or homophobic abuse or deliberate damage to property has taken place the Headteacher or Deputy Headteacher will contact the parents/carers and discuss the action that will be taken. In certain cases they will also notify any outside agencies and gain advice from the Governing Body and the Local Authority if a permanent exclusion is to take place. Other actions could include a fixed term exclusion, an internal exclusion or a report card. Each case will be dealt with individually once all things have been considered and will be fair, age appropriate and in line with the severity of the misbehaviour.

The victims of any bullying or behaviour incidences will be offered support and reassurance according to what they feel would benefit them coming to terms with the incident and helping them cope with the situation.

Physical Intervention

It is acknowledged that there may be occasions where the use of physical intervention is necessary when all other methods have failed. Physical intervention is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance. Physical intervention is used as an act of care, never as punishment. No form of physical punishment is permitted in the school. The Headteacher will clearly identify the staff authorised to use physical intervention, bearing in mind that any member of staff is entitled to intervene in an emergency, and will be provided with training. The circumstances where reasonable force may be required are as follows:

- Where action is necessary in self-defence or because there is imminent risk of injury, for example a pupil attacks a member of staff or another pupil or pupils are fighting.
- Where there is developing risk of injury or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline, for example a pupil persistently refusing an order to leave the classroom or is behaving in a way that is seriously disrupting the lesson.
- Only when the action occurs in school, during school time or during an authorised school activity.

Physical intervention may take a number of forms, for example:

- Physically interposing between pupils
- Standing in the way of pupils
- Holding, pushing or pulling
- Leading away from the incident by the hand, shoulder or gentle pressure on the centre of the back
- Using more restrictive holds (in more extreme circumstances only)

All incidents of physical intervention will be reported to the Headteacher, who keeps a record of incidents. We believe that some use of appropriate, positive physical contact with pupils can contribute to our development as a safe and friendly school. Physical contact may be necessary when working with younger children who may need encouraging or guiding; children with SEND who may need physical prompts; children requiring first aid; children receiving coaching in sport or other curriculum activity or pupils in distress. Staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils.

The Role of the Class Teacher

At the beginning of each new academic year the class will work out a set of class rules with their teacher that will be clearly displayed in each classroom. Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned. Each case is treated individually and children are made aware that they are responsible for their own behaviour and that breaking rules will lead to consequences. Within each class a sanction ladder will be displayed and used if a child is disruptive or making poor choices with their behaviour. Children will be moved up the ladder if the poor choices in behaviour continue and down or off the ladder when improved behaviour is seen. The different stages on the ladder become more significant if a child continues to make poor choices and can lead to time-out or missing some of their playtime. At each stage a child will be made aware of where they are on the ladder and will be reminded of how they can make better choices and turn their behaviour around. The first stage of the Sanction Ladder is a non-verbal cue and the last stage is informing the Headteacher and parents/carers are contacted.

In Key Stage 2 a detention may be given to a pupil for continued misbehaviour; continual disruption to learning or when the Sanction Ladder has been repeatedly used. Detentions take place at lunchtime and do not require parental consent. A parent will be informed however, when their child has attended detention

and the reason for the detention be given.

Roles and responsibilities of other staff

During the lunch break, responsibility for the children's welfare passes from the teaching staff to the non-teaching staff. We believe that the same high standards of behaviour should be upheld during this period and that any incidences occurring at this time should follow the same process as during class time. When supply staff, peripatetic teachers or other staff are responsible for the children the same level of respect and discipline is to be expected. School rules are also to be followed during off site activities and residential trips.

The Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines as 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.

For fixed-term and permanent exclusions only the 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. The Headteacher may also 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 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 consults with the named Governor for exclusions 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. However, the Governing Body has a disciplinary 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 in which the child was excluded, consider any representation by parents 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. If a child is reinstated or when a child returns to school after a fixed-term exclusion the school will provide support to the child and meet with parents / carers to discuss the re-introduction back into school.

Roles and responsibilities of parents/carers

We wish to work in partnership with parents/carers and request that in the event of any concerns, parents communicate any concerns about their child with the school promptly and try to remain calm and objective. Parents can also help support the school by:

- recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- attending parents' evenings, parents' functions and by developing informal contacts with the school
- knowing that learning and teaching cannot take place without sound discipline
- remembering that staff deal with behaviour problems patiently and positively
- recognising that there is always another side to the story and to find out all the facts before

reaching conclusions

- not dealing directly with other children and parents and allowing the school to deal with them
- speaking directly to the class teacher

Conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- 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
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate Items

In line with the law, members of staff at St John’s Primary have the power to confiscate, retain or dispose of pupil’s property as a punishment, so long as it is reasonable in the circumstances. The Headteacher alone will take the decision on what will be done with the confiscated item afterwards.

Staff also have the power to search without consent for ‘prohibited items’ such as -

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- items used to commit an offence, cause personal injury or damage to property

Weapons and knives and extreme pornography will be handed over to the police and other ‘prohibited items’ may or may not be returned depending on the decision made by the Headteacher.

Malicious Allegations

Any allegations made by a child against a member of staff will be taken seriously and investigated thoroughly by the Headteacher / Governing Body depending on who the allegation is against. The police will be informed and the member of staff will be removed from their position until the allegation has been investigated fully. Statements will be taken from the child and any witnesses will also be questioned.

If the allegations are unfounded the Headteacher will make a decision from advice taken from the Governing Body and the Local Authority on how to proceed with the child or children who have made the allegation.

Monitoring

The Headteacher monitors the effectiveness of the behaviour 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 of incidents of misbehaviour.

- Records of misbehaviour and incidences are recorded by staff electronically on SIMS.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded. These will be reported to the governing body and the Local Authority.
- Incidences of racial, homophobic or anti-semitic nature will be logged and reported to the governing body and the Local Authority.