

Behaviour Policy 2017

1 Aims and expectations

- 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. We are a caring 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.
- 1.2 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 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.
- 1.7 The class teacher will discuss the school rules with their class. In addition to the school rules, each class also has its own classroom rules, which are created and agreed by the children and displayed on the wall of 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 will discuss these with the whole class during 'circle time'.
- 1.8 The school does not tolerate bullying of any kind.(Refer to our Anti Bullying Policy.) If we discover that an act of bullying or intimidation has taken place, we act immediately

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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.

1.9 Teachers in our school do not hit, push or slap children. Staff 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. (Please refer to our Restrictive Physical Intervention Policy.)

2 The role of all staff

- 2.1 It is the responsibility of all staff to ensure that the school and class rules are enforced in their classroom, in the hall and at break times and that their class behaves in a responsible manner.
- 2.2 All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work and play to the best of their ability.
- 2.3 Staff treat each child fairly and enforce the classroom and school rules consistently. The teacher treats all children with respect and understanding.
- 2.4 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 an education social worker or behaviour support service.
- 2.5 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.

3 Rewards and punishments

- 3.1 **We praise and reward children for good behaviour in a variety of ways:**
- teachers praise children either verbally or written when marking work;
 - teachers give children house points;
 - lunchtime supervisors are encouraged to give out house points, stickers and golden tickets to children who for example, behave well, help others or play co-operatively. A golden ticket enables every pupils to collect a gift from the golden treasure box.
 - each week we nominate a child from each class to celebrate good behaviour, attitude or achievement.

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- each of the above receives a certificate in the school Celebration Assembly;
- we have a weekly Special Person circle time during which staff and pupils share their special thoughts about the selected pupils.
- parents are informed of special awards or consistent effort with behaviour
- every week each dinner supervisor nominates a lunchtime star who is acknowledged for their good behaviour, manners and attitude.
- we distribute stickers and send texts home to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all classes have an opportunity to lead an assembly where they are able to show examples of their best work.

The school also 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.

In class:

- We expect children to listen carefully to instructions and work hard. However adults in the room must be constantly trying to identify why the child is demonstrating such behaviour, including discussing this with the child and planning how to avoid such an issue arising again.
- We have introduced a behaviour ladder in our Key stage 1 and 2 classrooms, this is a visual representation of the class and their behaviour so children can see when staff are pleased or disappointed with their behaviour. The children's names are written on pegs and moving up and down the ladder accordingly.

Y1-Y4 Ladder	Explanation
Wow!	To recognise any wow moments – learning/effort/engagement of children in the classroom, supported by House points and class reward
Super Learning	To recognise effort/achievement in a child's learning or attitude to learning, supported with house points
Excellent effort	To praise a child for good contributions/engagement/behaviour in the classroom, supported by house points
Ready to learn	All children to start here each morning. Reflect on children's attitudes to learning
Reminder – Make better choices	A reminder will be given to the child to make a better choice and adapt their behaviour to suit the learning environment, Ensure all reasonable adjustments have been made so that they can access learning. Staff to draw attention to the model of behaviour they do want in the classroom (Positive discipline)
Teachers Choice	The choice is taken away from the child as they cannot make

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	the correct choices, the child will be sent to stand outside the classroom to reflect on their behaviour. CT will then discuss their behaviour and child to apologise and will be allowed another chance in the classroom
Red card	Child will be sent to the chill out area/AHT or EHT to complete a reflection sheet and discuss their behaviour Parents will be informed and the incident will be logged on SIMS

EYFS

Sad Bear	Thinking Bear	Happy Bear
Child continues to make the wrong decision, Parents will be informed of the incident/behaviour	Child to move their face to demonstrate they are making the wrong choice in their behaviour. May use the thinking chair to support this	All children to start here each morning

- If a child threatens, hurts or bullies another pupil, the class teacher records the incident again on SIMs and work is done with them to ensure such an incident does not happen again.
- If a child repeatedly acts in a way that disrupts or upsets others, the Associate Headteacher will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child by establishing an individual behaviour plan.

Breaktimes and Lunchtimes

- Children are expected to follow the school rules.
- If a child breaks these rules they will be asked to walk with a member of staff to calm down.
- If poor behaviour continues a child will be given a time out pass and be asked to visit the chill out area and fill in a self reflection sheet.
- If it is a wet playtime the lunchtime supervisors will use their alert cards to fetch a member of staff to support them.
- If a serious incident takes place the deputy head will be informed and would deal with the situation.
- It is the responsibility of either the staff on duty or lunchtime supervisors to inform the class teacher of any incidents which merit being recorded on our SIMs system.
- If this continues the Executive Headteacher or Associate Headteacher will become involved and ask parents to work with her to support their child. This may be in the form of establishing an individual behaviour plan for their child.

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4 The role of the Executive Headteacher

- 4.1 It is the responsibility of the Executive 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 Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Associate Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy and in some cases an individual behaviour plan when appropriate.
- 4.3 The Associate Headteacher keeps records of all reported serious incidents of misbehaviour and all records are analysed on a monthly basis by the Executive Head. Where patterns or incidents persist, actions and support will be put into place.
- 4.4 The Executive 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 Executive Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been informed and have had an opportunity to share in this decision.

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3 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.
- 5.4 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 make an appointment to discuss the issue with the Executive

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Headteacher. If these discussions cannot resolve the problem, the school governors will become involved and a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 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 Executive Headteacher in carrying out these guidelines.
- 6.2 The Associate Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Associate and Executive Head teachers about particular disciplinary issues. The Executive Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 Only the Executive Headteacher (or the acting Executive Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Executive Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive 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.
- 7.3 The Executive 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.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.
- 7.5 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.

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- 7.6 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 LEA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

8 Monitoring

- 8.1 The Executive 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.
- 8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Associate 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.
- 8.3 The Executive Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 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.

9 Review

- 9.1 The governing body reviews this policy every two years. They 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.