



Behaviour Policy

September 2016

Baines Endowed VC Primary School Behaviour Policy

1 Statement of Principles

It is our aim, at Baines Endowed VC 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's 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 in which everyone feels happy, safe and cared for.

2 Context

This policy should be read in conjunction with the policies listed below :-

- Health and Safety Policy
- Attendance Policy
- Safeguarding Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Home School Agreement
- Special Educational Needs Policy
- PSHE Policy
- E-Safety Policy

3 Classroom Management

The school has a number of rules, but our Behaviour Policy is really 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.

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 policy aims to help children grow in a safe and caring environment and to become positive, responsible and increasingly independent members of the school community.

Consistency

Staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school and the children know the rewards and sanctions that are in place. All children are treated fairly and equally.

Choice

Children are taught to take ownership of their behaviour and to understand the importance of choice. We aim to make them realise that they own their own behaviour and they choose how to behave.

Curriculum

The importance of an appropriate curriculum is crucial. We differentiate according to children's abilities, realising the frustration that can be caused when work is too hard or too easy for a child. Learning needs to be fun and we believe in a creative curriculum that caters for all children's needs and differing skills. The importance of developing children's social and emotional skills is seen as crucial to promoting good self discipline.

Examples of this are as follows :-

- Use of the Learning Mentor
- Group work
- Calm learning environment for appropriate activities
- Catering for different learning styles
- Good communication with parents
- Modelling good behaviour between members of staff
- Classroom rules
- School rules
- Positive reinforcement
- Use of Circle Time

4 Rules

At Baines Endowed VC School, we set high standards and apply rules firmly. Relationships are vital between everyone at every level.

We believe one should:-

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate

Each classroom has established, with the involvement of the children, a set of classroom rules.

These are limited in number and observable. The rules should apply at all times throughout the day and apply to behaviour. These rules are displayed in the classroom for all to see and are referred to regularly.

At the beginning of the year the whole school are involved in deciding rules for the school during assembly time. The rules this year are :-

- Be kind to everybody
- Keep school tidy
- Listen to what everyone has to say
- Walk in school at all times
- Always look smart
- Listen in assembly and concentrate
- Respect everyone in school and remember your manners
- Play with others sensibly

These rules are displayed around the school for everyone to see.

5 Rewards

The 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.

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

- Teachers congratulate children and provide constant praise as a way to encourage appropriate behaviour. Effective praise should be personal and genuine and include the child's name.
- Teachers give out team points. In school we have four house teams. We use a house point system where we distribute rewards for consistent good work or behaviour, or to acknowledge outstanding efforts of kindness in school. The House with the most points at the end of the week is presented with a trophy and each child in the winning House at the end of the year receives an ice cream.
- Every week, we nominate two children to receive the Merit Certificate in assembly on a Friday where their families are invited to join us.
- Each teacher has strategies within their classroom to reward good behaviour and achievement.
- The Headteacher and Deputy Headteacher award a child each with a certificate related to the school rules every week in Friday Merit Assembly.
- The Welfare staff nominate a child in each Key Stage every week for good behaviour and these are awarded in Merit Assembly. These children also sit on the 'Golden Table' on Friday lunchtime, along with all the Merit winners.
- Dojo points have also been introduced which are both popular with children and parents.
- Thank you cards are sent home to children who have been seen to be following the rules in school and their name is then placed on our 'Thank You' board.
- Some staff use Praise Pads to ensure that parents are informed of good behaviour in school.

6 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.

- If pupils do not follow the classroom rules they should be dealt with calmly and quietly. Consequences should be presented to the child as a choice. This places the responsibility for the inappropriate behaviour on the child. To be effective, consequences should be consistent. When negative comment or sanction is necessary, the concentration should be placed on the behaviour of the child rather than the child as a person.
- We expect children to listen carefully to instructions in lessons. If they do not, we ask them either to move to a place nearer the teacher or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

Other sanctions we may employ include :-

- Discussion with the child
- Missing a playtime
- Remaining in the classroom with a member of staff
- Notification on the Dojo System
- The child's name on the board as a reminder
- Behaviour cards
- Behaviour charts
- Use of the Traffic Light system
- Visiting a Head of Key Stage or Deputy Headteacher
- Sitting outside the Head's Office for a playtime or part of a playtime
- Friday afternoon sanction club
- Lunchtime Behaviour Room
- Use of the class Behaviour Book

Sanctions – Conduct outside the school gates

Where behaviour is inappropriate when a pupil is :-

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil of the school.

Or where the above does not apply, but the inappropriate behaviour:-

- Could have repercussions for the orderly running of the school or

- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Detention

Whilst this school does not use a formal system of detention, in following through with logical consequences, pupils may well miss all or part of a playtime or lunchtime. Parental consent is not required in these circumstances, but staff will act reasonably giving consideration for time to eat, drink and use the toilet. Detentions out of school hours will not be used.

Exclusion

It may be necessary to exclude a child from Baines Endowed VC School, although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school and will have their own individual Behaviour Plan (IBP).

The decision to exclude is taken by the Headteacher and this may be for a fixed term or a permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the interest of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and may warrant possible exclusion:-

- Extreme or violent physical abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Parents have the right to make representations to the Governing Body (or Discipline Committee) about an exclusion and the Governing Body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an Independent Review Panel.

Criminal Law:-

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1967, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

7 Lunchtime

At lunchtime, the same behaviour of the children will be expected. The children will be rewarded with Dojos and team points as well as stickers. In Key Stage 2, the best lined up class over the week will receive an extra ten minutes of play.

If for some reason, the children have to be reprimanded, the child will stand with the welfare staff for a period of time whilst they discuss their behaviour. If after two warnings this continues. The child will have to move around school with the Midday Supervisor. If behavior is still not acceptable, the child will be sent to speak to the Deputy Headteacher or the Headteacher.

8 Preventing Bullying

We believe that every child has the right to be safe and to feel safe. We take bullying very seriously.

Bullying can be:

- Physical – hitting, kicking, taking belongings
- Verbal - name calling, insults, racist, sexist or homophobic, biphobic or transphobic comments
- Indirect - spreading nasty stories and rumours, excluding and isolating, gestures and signs, sending malicious e-mails, text messages or images or inappropriate use of social media, threatening others to act in a particular way.
- Virtual – can be carried out by some technologies ie cyber bullying.
- Prejudice-based bullying – a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, for example in relation to issues of care, parental occupation, poverty and social class and sexual orientation and identity.

Procedures for recording and reporting bullying behaviour

All children should try, where possible, to report any incident of bullying to their class teacher.

If a child is unable to report an incident of bullying to their own class teacher, then the child should try to take their concerns to the nominated Key Teacher for their Key Stage.

Nominated staff :-

Key Stage 1 – Mrs Maddison

Key Stage 2 – Mr Leah

However if the children are unable to approach either of the above mentioned, then there are papers in the foyer available for the children to write his/her own name and the name of the member of staff they would feel comfortable talking to.

There will be a suggestions box in the foyer at the end of the long corridor near the hall where children will be encouraged to place their complaint.

The nominated member of staff will try, to the best of their ability, to find the child and talk to them within 24 hours of the initial complaint. The child will be told that all disclosures will have to be referred to the nominated Key Teacher for their Key Stage before they begin to talk.

If this particular member of staff is not available for any reason eg illness or attending a course, the child will be found and offered another member of staff to talk to. If the child refuses then the nominated member of staff will deal with the issues on their return.

Once the child has discussed their concerns with their nominated member of staff, this member of staff will then take the complaint to the Key Teacher for that child's Key Stage.

If a child is not confident to report a bullying incident to a nominated member of staff, then parents are encouraged to come into school and discuss any incident with his/her class teacher. The staff are trained to listen to the concerns of both parents and children.

Children or parents can also report any incidents through 'Whisper' which is an online service available through our website. Incidents can be reported anonymously on here if necessary. These reports will be flagged up by either the Head teacher or the Deputy Head teacher.

Any incident occurring at lunchtime will be dealt with by welfare staff, but they will then report all such incidents to the individual class teacher.

Children will be reminded of these procedures on a regular basis through assembly times and through PSHE lessons.

Procedures for dealing with incidents including follow up

As mentioned above, the nominated member of staff will try to speak to the child within 24 hours of complaint or as soon as possible. The teacher will then fill in a concerns form (found in the Anti-Bullying folder in the SMSC Co-ordinator's classroom, currently the Reception Class) and hand this to the Key Teacher when they report the incident.

All forms will be kept in an A4 Anti-Bullying file in the Co-ordinator's classroom and all bullying incidents will be logged in a numbered incident book, which will be kept for monitoring purposes. This monitoring will allow issues to be reported to appropriate meetings eg staff meetings and Governors meetings.

The nominated member of staff or the Key Teacher will listen to all parties.

Minor incidents will be dealt with in school and appropriate sanctions given following the Behaviour and Discipline Policy. Parents will not be informed of action at this stage, but they do have the right to contact school at any time to find out the outcome of the situation.

Major incidents will be reported to the Head teacher and dealt with in school, where appropriate sanctions will be given following the Behaviour and Discipline Policy. Parents will be informed of any action taken.

Where incidents have been reported to parents, there will be a follow up within the next 2 weeks where the Key Teacher will speak to the parents involved either through a meeting or on the telephone to ensure that there have been no repeat incidents and that the child is happy in school.

There will then be a half termly follow up by the Key teacher to these parents by meeting or telephone.

Any incident involving a Baines pupil occurring outside school, which is then reported to a member of staff in school will be investigated and parents will be informed.

Support, mediation, sanctions

Our response will consist of

- Support for the person who has been bullied.
- Intervention work with the person who has been bullying
- Appropriate sanctions in accordance with the Behaviour and Discipline Policy.
- Support and advice from external agencies if necessary.

At all times, the self-esteem, health and wellbeing of all involved will be respected.

Preventive Measures

In order to prevent bullying occurring in our school, there will be the following preventive measures taken on a regular basis :-

- Discussion between staff and pupils formally through PSHE curriculum eg Circle time.
- Through the ethos of the school.
- Through assembly time.
- Through the use of the School Council.
- Through resilience strategies.
- Through an annual Friendship Day.
- Through challenging and changing bullying behaviour.
- By using outside agencies eg education welfare, education inclusion service.
- By site supervision.
- Through positive playtimes.
- Through positive displays in the foyer, hall and corridors, promoting positive aspects of school life eg Everyone Matters etc.
- Through the use of training both for staff and parents from members of the LEA.

9 Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils :-

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items' including :-
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise, it is for the teacher to decide if and when to return an item, or whether to dispose of it.

10 Power to use reasonable force

In our school we do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil causing harm to themselves, property or others.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. Staff in school have been trained in Team Teach.

11 Roles and Responsibilities

The role of the class teacher and teaching assistants

- It is the responsibility of the class teachers and teaching assistants to ensure that the school rules and classroom rules are enforced and that the children behave in a responsible manner during lesson time.

- The staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- The staff treat each child fairly, showing respect and understanding of individuals.
- 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 the incidents him/herself in the normal manner. However, if the misbehaviour continues, the class teacher seeks help and advice from the Key Stage leader, the Deputy Headteacher and 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 the child with the LA's behaviour support service or a member of the IDSS team in Lancashire.
- The class teacher reports to parents and carers about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behavioural procedures may follow between home and school – for example a home school behaviour diary/chart.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1988, to implement the School Behaviour Policy consistently throughout the school and to report to the 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 the children in school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in their 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. These actions are only taken after the School Governors have been notified.

The role of parents and carers

- The school collaborates effectively with parents and carers so that children receive consistent messages about how to behave at home and at school.
- The school explains the school rules in the school prospectus and we expect parents and carers to read and support them.
- The school expects parents and carers to support their child's learning and to cooperate with school, as set out in the Home-School Agreement. School tries to build a supportive dialogue between the home and the school and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way their child

has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Headteacher and then the Headteacher. Again if the concerns remain, they should then contact the School Governors.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the 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 adhering to these guidelines.
- The Headteacher has the day to day authority to implement the school's policy on behaviour and discipline, 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.

12 School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and /or disability. This is in accordance with the SEN Code of Practice. We recognise that a child with social, emotional and behavioural difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on the school SEN list. An Individual Behaviour Plan will be established in consultation with the child and his/her parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and /or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular child.

Further information on the School's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

13 Consultation, Monitoring and Evaluation

Our school is a community of Governors, teachers, teaching assistants, welfare staff, parents, pupils and other adults. It is the function of the school community, through a system of relationships, rules, rewards and sanctions to encourage and develop self discipline within our children.

Our policy has been developed in consultation with the school community. It will be monitored in accordance with the school's annual cycle of monitoring and evaluations shared with the Governing Body through the Headteacher's Report and School Record of Self Evaluation.

The policy will be reviewed annually with all staff at the start of the academic year and with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised of any adaptations or changes through the newsletter. The school newsletter and website will also be utilised to ensure the principles of the Behaviour Policy remain high profile for the whole school community.

14 Complaints Procedure

This section should be read in conjunction with the School's Complaint Procedure. A full copy is available from the school office.

In respect of this particular policy, it should be noted that:-

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is NOT for the other member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and other Staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing Bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that school provide appropriate pastoral care to all members of staff.

Written - September 2014

Date to review – September 2015

Reviewed September 2016

Signed _____ Headteacher

Signed _____ Chair of Governors