



BEHAVIOUR POLICY

Date of Last Review: April 2017

Date of Next Review: April 2018

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Introduction

Woodsetton School is a caring, inclusive community which believes that everyone should feel valued and respected and that each person is treated fairly and well. We seek to create an environment in the school which encourages and reinforces good behaviour and helps pupils grow in a safe and secure environment which supports pupils to become positive, responsible and increasingly independent members of the school community.

The school behaviour policy is 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. This policy is adopted in order to assist in endeavouring to create such an environment.

Aims & Values

Our school aims to provide a happy and secure environment for all those who work in or visit it. As well as the school's aims stated in the prospectus, we believe that it is important:

- a For the happiness and smooth running of our school, that we foster positive caring attitudes to one another and the environment.
- b To acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed.
- c To listen with care to the views and opinions of one another, value them and ensure everyone is treated fairly regardless of age, gender, race, ability or sexual orientation.
- d On occasions when an injustice or injury has been done, that we should provide a time and space in which the 'wrongdoer' can reflect on his/her actions and where relevant, make reparation through providing support and comfort.
- e That we respond in a polite, thoughtful manner to one another and promote honesty and courtesy.
- f That we each fulfil our responsibilities whether as pupil, teacher or helper, with regard to:
 - i Punctuality
 - ii Completing tasks to the best of our ability
 - iii Taking responsibility for our buildings and equipment
 - iv Co-operation with other school members

Aims of this Policy

- To promote consistent standards of positive behaviour throughout the school.
- To sustain a high quality of learning and teaching for all pupils through simple, clear guidelines that encourage positive behaviour.
- To create a positive learning ethos where pupils are acknowledged through praise or reward for making correct choices.
- To promote pupil self-esteem, self-discipline and positive relationships.
- To encourage pupils to take responsibility for their own actions and behaviour.
- To support pupils in understanding that actions have consequences.
- To work in partnership with parents/carers and pupils to promote high standards of positive behaviour.
- To create a learning environment that can encourage and reinforce positive behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both acceptable and unacceptable behaviour whilst also taking into account the needs of individual pupils.
- To ensure that the school's expectations and strategies are widely known and understood by pupils, staff, parents and governors.

Equal Opportunities/Inclusion

All pupils will be treated equally and fairly regardless of age, gender, race, ability or sexual orientation.

Standards of Behaviour

Pupils bring to school a wide variety of behaviour patterns. At school, we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

Rewards

We praise and reward children in order to promote good behaviour. Staff may use a range of rewards to promote good behaviour:

- Verbal/signed praise – public or private – depending on pupil concerned.
- Approval by other staff – children love to go to other teachers for praise and reward.
- Use of stars, stickers, smiley faces, etc., and written positive comments on work.
- Certificates are awarded for really special effort, kind deeds, etc.
- Encourage children to acknowledge/value each others contributions and achievements.
- Keep parents informed of good behaviour, good work, etc.
- Golden time

We hold 'Good Work' assemblies where children's work and behaviour is recognised. The school acknowledges all the efforts and achievements of children, both in and out of school during morning assemblies.

Sanctions

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a pupil is disruptive in class, the teacher reprimands him or her. If a pupil misbehaves repeatedly s/he is asked to sit at a 'time-out' table for a short period, if the inappropriate behaviour continues the child spends time in another class. If the challenging behaviour continues then the Assistant Headteacher, Deputy Headteacher or Headteacher intervenes and letters may be sent home.
- If a child shows extreme behaviour, the Assistant Headteacher, Deputy Headteacher or Headteacher will intervene as/when deemed appropriate.
- 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 the child is separated from the group to return when s/he conforms to expected behaviour.
- If a child threatens, or hurts another pupil, the class teacher informs the Assistant Headteacher, Deputy Headteacher or Headteacher. 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.

The school does not tolerate bullying of any kind. If we discover that an act of intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The good pupil / staff ratio is maintained at playtime and lunch time to ensure positive behaviour on the playground. We do everything in our power to ensure that all children attend school free from fear.

Teachers at Woodsetton School do not use any physical force on 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 taken are in line with government guidelines on the 'Use of Reasonable Force – guidance for school leaders, staff and governing bodies' with regard to the restraint of children.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the pupils in their class behave in a responsible manner during lesson time. The class teachers' have high expectations of the children in terms of behaviour. The class teacher treats each child fairly and ensures that the class room rules are adhered to in an atmosphere of mutual respect.

At the start of each year, the class teacher discusses appropriate behaviour with the class. Each class then sets their own class rules, which are agreed by the children and staff and are displayed on the wall of the classroom using positive language. E.g. "Walk around the classroom" as opposed to "Do not run in the classroom".

These are reviewed regularly and always revisited when a new pupil joins the class. During this transition time, new pupils will be given additional support and encouragement to actively follow the class rules and be reminded more regularly about consequences/sanctions for inappropriate behaviour. This ensures that every child in the school knows the standard of behaviour that is expected in our school.

The Role of the Headteacher

It is the responsibility of the Headteacher 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 behaviour policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Records of all reported serious incidents of misbehaviour are kept in the 'Pupil Notes'.

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/Carers

The school works collaboratively with parents/carers, ensuring that children receive consistent messages about how to behave at home and at school. We explain the school requirements in the school prospectus, and we expect parents to read these and support them. We attempt to build a supportive dialogue between home and school, and we inform parents/carers of positive behaviour as well as sharing concerns about their child's welfare or behaviour.

Parents/carers are asked to support the actions of the school so to ensure a joint approach. If parents/carers have any concerns they should initially contact the class teacher. If the issue cannot be resolved, then it will be shared with the Headteacher. If the concern still remains, then the school governors need to be contacted and the complaints procedure will be followed.

The Role of Governing Body

The Governing Body has the responsibility of setting down 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. 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.

Following any exclusion, a reintegration meeting will be held prior to the pupil re-joining their class. This is to ensure any necessary actions take place so that a similar incident does not re-occur.

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 is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider 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 implementation and effectiveness of this policy on a regular basis. 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 inappropriate behaviour and these are recorded in 'Pupil Notes'.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term or permanently. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy annually.

Last Reviewed: April 2017
Next Review Date: April 2018

Legislative links

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002 <http://www.legislation.gov.uk/ukpga/2002/32/contents>