

OVERVIEW

Our Behaviour Policy is a means of promoting the good behaviour and relationships which enable every member of our school community to work and learn together in an effective and considerate way.

INCLUSION

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Staff are aware of the potential of such additional needs to inform the behaviour of children, and the school has pro-active systems, with respect to the identification of and response to, these additional needs.

AIMS

The aims of our school are that:

- All of our children live and learn in a safe and secure environment
- Every member of our school community behaves in a considerate way towards others
- All of our children are treated fairly and this policy is applied in a fair and consistent manner
- Consistently excellent behaviour contributes to good and better progress and high levels of attainment for all

STRATEGIES In order to achieve our aims in our school:

THE HEADTEACHER

- Implements the Governors' behaviour policy consistently throughout the school
- Reports to governors, termly on the effectiveness of the policy
- Supports staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy
- Keeps records of all reported serious incidents of misbehaviour
- Gives fixed-term suspensions, including permanent exclusions, to individual children for serious acts of misbehaviour or anti-social behaviour

CLASS TEACHERS

- Ensure that the school rules, rewards and sanctions are enforced consistently around all areas of the school using the agreed Good to Be Green behaviour Scheme.
- Ensure that the school rules, rewards and sanctions are enforced in their classes, and that their classes behave in a responsible manner during lesson time using the agreed Good to Be Green behaviour Scheme
- Record incidents as agreed in the Good to be Green behaviour scheme
- Contact parents as agreed in the Good to be Green behaviour scheme

PARENTS

- Must read the School Rules which are clearly explained in the school prospectus and Home School Agreement
- Should become familiar with our Good to be Green Behaviour scheme and support the school in tackling issues of unwanted behaviour positively support these rules
- Ensure that they give their children a consistent message about school rules and how to behave in school
- Support the school when it applies reasonable sanctions to punish a child
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.
- If the concern remains, they should contact the Head teacher

WE USE REWARDS TO

Recognise, reward and celebrate good behaviour through our whole school:

- Good To Be Green system
- House Points system
- Adult praise
- Stickers, including Headteacher Stickers
- Weekly Award Assemblies

WE USE WHOLE SCHOOL SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Sanctions are employed appropriately to individual situations to ensure a safe and positive learning environment:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils* and these are reflected in the school's Control and Restraint Policy. Staff in our school do not hit, push or slap children and only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

GOOD TO BE GREEN LEVELLED RESPONSE

Stage 1

First Incident: Verbal warning and name written on board.

Stage 2: Yellow Card

Second incident: Pupil kept back in class for 5 minutes with Class Teacher.

Parents will be informed verbally. A record will be kept by class teacher of total number of incidents. This will be shared at parents evening.

If a child is persistently receiving yellow cards, class teacher should inform Headteacher

Stage 3: Red Card

Third / Repeated Incident: Red Letter will be sent home with a request for a discussion with parents.

Class teacher will record in diary and inform SLT via email. Pupil attends lunchtime detention.

Violent / Serious Incident or Second Red Card

A meeting will be arranged with:

- Head Teacher/Deputy Head Teacher
- Class teacher
- Parent
- Child

Child will be put onto HT Report card for 1 week.

- Any further incidents to be referred directly to head teacher.
- Other agencies will be contacted for advice/support as appropriate.
- If during a school activity a child's behaviour endangers the safety of others, the activity is stopped immediately and the child cannot take part for the rest of that session. Children may subsequently be banned from the same activity if staff are not confident that this behaviour will not re-occur.

FIXED TERM AND PERMANENT EXCLUSIONS

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, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

The relevant Internet address is: www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

- Only the headteacher (or the acting 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.
- In extreme and exceptional circumstances the headteacher may 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, 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 LEA and the governing body 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.
- 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.
- 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 LEA, 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.

OUTCOMES

- Standards of behaviour are consistently high and contribute towards good and better progress and high levels of attainment
- Incidents of poor behaviour are dealt with promptly and appropriately.
- All children feel safe.
- Parents have confidence in the school's policies and procedures.

MONITORING EVALUATION REVIEW

- The school keeps a variety of records concerning incidents of misbehaviour:
- The class teacher keeps a record of all yellow and red cards
- The senior leadership team will keep a record of all pupils given a detention
- The Headteacher will keep a record of all meetings with parents and the outcome of these meetings
- The Deputy Head and Headteacher record those incidents where a child is sent to them on account of bad behaviour
- Incidents that occur at break or lunchtimes are also recorded
- The School Leadership Team and the Governing Body review these records as part of the school's monitoring and quality assurance.

Date adopted	Oct 2001	Review Cycle	Annual	Last Reviewed	Spr 17
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