



Review Body:	Full Governing Body
Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	July 2019
Next Review:	July 2020

Introduction

Our school is a community of pupils, teachers, teaching assistants, lunchtime supervisors, governors, parents and other adults. A community works best when there is mutual respect and agreed expectations that are applied consistently when all activities take place.

It is our aim that members of our school community feel valued and included, are respected and treated fairly. We are a caring community and we place value upon mutual trust and respect for all.

This policy is designed to outline our aims and practice in order to support all members of our school to live and work together in a positive environment.

We believe that:

- ❖ All adults should be positive role models in the way they treat children and other adults
- ❖ Children respond better to encouragement rather than punishment and so we place emphasis on praise and reward.
- ❖ Good behaviour needs to be taught – we develop pupil's understanding through our curriculum including Values for Life, PSHCE, Circle Time and School Council.
- ❖ All members of our school community have both rights and responsibilities.
- ❖ Working together with parents from an early stage encourages their support when dealing with unacceptable behaviour.
- ❖ Developing a growth mindset contributes to self-regulation and motivation which contributes to positive behaviours for learning.

Aims of our behaviour policy

- ❖ To promote a Christian outlook on life.
- ❖ To promote an environment where everyone feels happy, safe and secure
- ❖ To promote respect and consideration for self, others and the environment
- ❖ To promote pupils' self-discipline and personal responsibility.
- ❖ To create an environment that promotes learning and achievement
- ❖ To reinforce appropriate behaviour with praise and rewards.
- ❖ To make clear to pupils when behaviour is unacceptable, and the consequences of their actions
- ❖ To secure the support of all members of the school community

Rights and Responsibilities

All members of our School community have a **right** to:

- Work and learn in a happy and safe environment
- Speak, and be listened to
- Be treated fairly and with respect
- Have their belongings treated with respect

All members of our School community have a **responsibility** to:

- allow others to work and learn
- listen to others
- speak using only appropriate language
- treat others with respect
- respect other people's belongings
- look after the school environment

Roles

The creation of a happy, respectful, caring and safe positive working environment is everyone's responsibility at our school. *Everyone* has a role to play:

Class teachers and other adults in school are expected to:

- ❖ Set a good example in the way they treat others and actively model positive values, appropriate behaviour and conduct
- ❖ Promote the aims of the school through the curriculum using PSHCE, Values themes, Circle time and other opportunities to foster self-esteem, responsibility, cooperation and friendship skills.
- ❖ Have high expectations of pupils' behaviour and learning, and establish clear routines.
- ❖ Treat each child fairly, and apply Golden and class rules, rewards and sanctions consistently.
- ❖ Communicate with parents, sharing positive information as well as sharing where there are concerns about a child's behaviour or welfare.
- ❖ Record incidents of unsafe behaviour. Class teachers are to report these to parents.

Children are expected to:

- ❖ Act as good role models to each other, setting good examples of behaviour.
- ❖ Be involved in establishing rules
- ❖ Follow the Golden Rules and class rules
- ❖ Accept responsibility for their behaviour -'own up'- and make amends when rules are broken.

Parents are expected to:

- ❖ Work with the school, and support the school aims and practice within this policy
- ❖ Encourage their child to meet their rights and responsibilities outlined in this policy, in order to provide a consistent message about behaviour between home and school
- ❖ Communicate with the school, to ensure that school staff are aware of any issues that may affect their child's behaviour.
- ❖ Support the actions of the school where it has used reasonable sanctions to uphold behaviour and discipline. Any concerns should be raised with the class teacher first. The head teacher should be contacted if the concern remains. If this discussion does not resolve the matter, parents may use the school's formal complaints procedure.

The Headteacher is

- ❖ responsible for ensuring the implementation of this policy throughout the school, establishing an environment that encourages positive values and behaviour, discourages bullying and promotes equality.
- ❖ responsible for safeguarding the health, safety and welfare of all children in the school
- ❖ to support staff in the implementation of the policy.
- ❖ responsible for ensuring records of reported incidents of serious misbehaviour, bullying, racial abuse are kept
- ❖ responsible for giving fixed term exclusions to individual pupils for serious acts of misbehaviour, ensuring procedures as detailed in Norfolk guidance are followed, including notification of governors.
- ❖ to report to Governors on the effectiveness of the Behaviour Policy.

School Rules, Rewards and Sanctions

The purpose of the rules is to promote positive behaviour, so rules are phrased positively, and are limited in number, rather than being a long list. They cover behaviour in the classroom and around the school.

School Rules:

These support the rights of our school community, and are set of school rules established and agreed by pupils and staff. They are reviewed each year, displayed around the school, and referred to regularly. These are called our GOLDEN RULES.

Swearing, physical violence, deliberate damage, leaving the school site without permission, bullying and harassment are unacceptable.

Class Rules

At the start of each year the class teacher discusses and agrees a set of class rules for classroom behaviour and routines with the children.

Rewards

We place emphasis on praise and reward to encourage children to recognise and demonstrate positive behaviour. It should always be made clear what the reward is for. Rewards should not be taken away once they have been earned- Any later incidents should be treated separately.

We praise and reward children in school in the following ways:

- ❖ The school operates a Team Points System. All children are given a Team Point Card. A child is awarded a team point for effort, attitude, achievement. The member of staff awarding the point signs the card to award a point, ensuring the child knows the reason.

- ❖ Once the child has 25points, a 1st Team point certificate is awarded. The certificate is awarded in Celebration Assembly. The children then work towards a 2nd, 3rd, 4th certificate and so on. 25 points more points are needed for each certificate. (eg 50points = 2nd team point certificate.)
- ❖ The children are in teams – Swans, Kingfishers, Herons- and the points that each child collects contribute to their team's total. The leading team is announced each week. This promotes collective as well as individual responsibility through 'team effort.'
- ❖ Through congratulation and praise by class teachers, teaching assistants, lunchtime supervisors and other adults in school. This can include sharing recognition with other members of the class/group, and parents at the end of the school day.
- ❖ Children may be asked to take work or explain to the head teacher about an excellent effort or achievement. When this happens children are entered into the Gold Book and a Gold Certificate is awarded in Celebration assembly.
- ❖ The Headteacher awards a weekly Superstar Certificate, with a particular focus, but not exclusively on our Christian Values.
- ❖ Celebration also acknowledges effort and /or achievement out of school- visits, events, tournaments, sports
- ❖ Attendance Certificates are awarded termly for 100% attendance. Gold (100%) Silver (99%) and Bronze (98%)attendance certificates are awarded at the end of each school year where overall attendance is above 98%. The Three Mousekateers' are awarded to the class with the best weekly attendance.

Sanctions

Emphasis is placed on helping children to understand and reflect what they have done wrong, the consequences, including the effect on others. Truthfulness and Forgiveness are valued and reconciliation is important.

Sanctions are more likely to promote positive behaviour if pupils are shown this. Therefore, staff:

- ❖ apply sanctions calmly, promptly, appropriate to the level of misbehaviour.
- ❖ make it clear that they are sanctioning the behaviour not the child.
- ❖ encourage pupils to reflect on the effects of their actions on others in the school community, and give opportunities to put things right.

We use the following staged response when misbehaviour occurs.

- ❖ verbal/non verbal signal of disapproval
- ❖ reminder about rules and expectations of behaviour
- ❖ final reminder
- ❖ loss of privilege / loss of playtime for a specified time*
- ❖ time out of the classroom for a short, specified time.
- ❖ a period of time with the Headteacher

*The specified time will allow for the pupil to maintain some break time and have lunch at their usual time.

Where the behaviour occurs at break time, there will be a period of 5minutes time out in the designated area (bench next to Oak class)

Where time out is given, the adult will explain why the time out has been given. The child is told how long the time is (never longer than 5 minutes). At the end of the given time, the adult then speaks to the child again, to ensure he/ she has understood what they have done wrong and what the expected behaviour is.

Where a child reached the stage where he/she has time out in another class, parents will be informed.

During playtime and lunchtime should behaviour continue to be unacceptable and/or unsafe a card will be sent to summon the pupil's class teacher- or senior member of staff if the class teacher is unavailable.

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Exclusion

For the most serious or persistent misbehaviour, fixed term or permanent exclusion may be applied. In these circumstances, this is the responsibility of the Headteacher. Governors are informed, as well as parents who have the right to appeal (See Exclusion Document)

Harassment or bullying on the grounds of race, gender, disability, will not be tolerated. Lyng Church of England Primary School has clear procedures for recording such incidents, for reporting to governors, parents and carers, and supporting the victim. Further information can be found in our Anti-Bullying policy.

Further Support

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of caring school community, some pupils may from time to time require extra support to help manage their behaviour.

The school will support these pupils and work to pre-empt escalating behaviour problems.

A range of procedures are used to support those pupils most at risk.

These include:

- classroom strategies such as additional targets and reward systems to promote positive behaviour
- discussion with parents/carers where there are concerns about their child's behaviour
- setting up an Individual Plan with the child in consultation with parents with regular reviews
- a named adult to go to for 'cooling off' time.
- establishment of a pastoral support programme including working on specific skills with behaviour support staff
- Steps training for staff, with a particular focus on de-escalation skills
- referral systems with advice from the School Support Team
- Seeking advice and or intervention from local authority services where the school has links. Eg Early Help, Children's services, Health.

Our school aims to enable staff and parents to promote positive behaviours.

The school will seek identify areas where staff may require additional information, support or training.

Parents are viewed as partners in ensuring the good behaviour of their child in school. We involve parents in the process by communicating our policy and expectations, and seek to provide parents with information about their child's behaviour that is positive, as well as advising at an early stage where we have concerns. Where parents require support in managing their child's behaviour, the school will aim to provide advice and guidance through the links with a range of agencies- for example Parenting programmes.

Physical Restraint and Intervention

Although very rarely required, school staff are permitted to use reasonable force to control a pupil in specific circumstances in order to protect the child or others from harm. Where staff predict this may be required for a pupil, an 'Individual Risk Plan' is implemented.

Only those staff with up to date training in Steps or equivalent will be permitted to physically protect a child/children. Parents are always advised when this action has been required.

Monitoring of the policy

The head teacher and governors monitor the implementation and effectiveness of the policy.

- Records of incidents are kept in the school 'Incident Book' These are reviewed regularly to identify any patterns of behaviour or concerns about individuals/groups.
- Incidents of Racial Abuse and Bullying or other discriminatory behaviours are recorded and reported to governors.
- Records of Exclusion (fixed term and permanent) are recorded and reported to Governors and the County Council

The Policy is reviewed annually. The children are involved in discussions about behaviour and the Golden Rules.

IN SUMMARY WE (staff, children, parents, governors)

Are guided by our aims and values

Are all role models

All treat each other fairly, with care and respect

Recognise we all have rights and accept our responsibilities

Have 'Golden Rules' across the school that everyone understands

Promote positive behaviour

Celebrate achievement

Have a set of agreed rewards and sanctions which are applied consistently by the adults in school

Make sure that incidents of physical; racial/ homophobic harm or bullying are reported to a teacher who will inform the Headteacher, so that a record can be kept.

Review our school policy and Golden rules annually

Appendix

Exclusions

A fixed term or Permanent Exclusion may arise when there is a 'serious breach' in behaviours.

Where exclusions from school are used these are seen as a last resort or in cases of extreme violence, bullying and/ or verbal assaults.

Procedures follow DfE exclusions guidance and model documents from Norfolk County Council. Fixed term exclusion is followed by re-entry with a Return to School meeting with the parent and pupil.

Exclusion can come into effect when there is:

- **Persistent behaviour which prevents others working**
- **Serious or persistent vandalism or theft**
- **Persistent aggression and/ or the physical assault of a pupil or adult**
- **Bringing inappropriate items into school or onto school trips and/ or persistent anti-social behaviour.**

Exclusions can be triggered without the preceding stages having taken place, if the pupil has verbally or physically assaulted any adult or if intended significant physical harm has been delivered to another pupil.

This accords with our belief that the health and safety of all pupils and staff are of paramount importance at Lyng Church of England Primary School, and ensures our adherence to our statutory obligations pertaining to keeping children safe and our statutory duties as an employer to our staff.

As each case is unique the age and social development of any pupil will be taken into consideration should exclusion under these circumstances be required. Our statutory duties in relation to Special Educational Needs are also taken into account when administering the exclusion process.