

## **Kirk Hammerton Church of England Primary School.**

### **Behaviour Policy**

#### **Introduction**

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and consequences with regard to pupils' behaviour. It also contains information on Anti-Bullying and Exclusions.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all the children that are in our care

#### **Aims and objectives**

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 church family, the values of which are built on mutual trust and respect for all. Our school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our school has a number of rules, which are reviewed with the children at the start of each academic year and displayed around school. Though our behaviour policy is not primarily concerned with rule enforcement, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Our school encourages every member of the school community to behave in a considerate way towards others. We aim to treat all children fairly and to apply this behaviour policy consistently. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. Our school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

#### **Rewards**

Teachers praise children for considerate, positive behaviour in such a way as to underline its value to our school. We praise and reward children for good behaviour in a variety of ways. These include;

- Teachers award 'bricks' for particularly good behaviour and for children who have tried particularly hard in something. Collecting 10 'Bricks' allows the children to wear 'Friday Trousers'
- Children are recognised on a weekly basis during celebration assembly.

### **Consequences**

The school uses a number of consequences to maintain school rules, and to ensure a safe and positive learning environment. We employ each action appropriately to each individual situation. We expect children to be attentive in lessons and to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity. If a child is disruptive in class, the teacher will follow this agreed procedure;

- Verbal reminder of expected behaviour (First Warning).
- Second verbal warning.
- 'Time out' in class (to reflect and think)
- 'Time out' in another class or work at playtime (this is considered to be a yellow card and a note is placed in the child's planner)
- Sent to the Head teacher (Red card) and contact is made with home to discuss the incident

### **Safety**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and ask the child to stop his/her actions. Thus giving them an opportunity to 'calm down' and reflect on their actions. Teachers will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. All staff are trained to undertake appropriate restraining actions.

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are followed by their children, and that their pupils behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. The class teacher treats each child fairly, and follows the classroom code consistently. The teachers treat all children in their classes with respect and understanding. 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 incidents him/herself in the normal manner. However, if inappropriate behaviour continues, the class teacher seeks help and advice from the head teacher. Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCo)

discuss the needs of a child with other professionals. The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of the Head teacher**

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The Role of Parents and Carers**

Our school requests that parents and carers enter into a partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when consequences need to be used with a child. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We try 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.

We would like parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the head teacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

### **The Role of Governors**

The governing body has the responsibility for agreeing the policy on behaviour, and for reviewing its effectiveness. The head teacher has the day-to-day authority to implement the school's policy on behaviour. The governors support the head teacher in adhering to these guidelines offering any advice to the head teacher about particular issues. The head teacher must take these into account when making decisions about matters of behaviour.

### **Fixed-term and Permanent exclusions**

We are an inclusive school and will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary. The school

will work in partnership with parents/carers to minimise the risk of exclusion. Only the head teacher (or an acting headteacher) has the power to exclude a child from school. If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. The head teacher informs the LA and the governing body about any fixed term/permanent exclusion.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher. The governing body will call a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

### **Drug and alcohol related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. Nor should children be suffering from the effects of alcohol or other substances, the school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified.

### **Monitoring and review**

The head teacher 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.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records more serious incidents which have resulted in his/her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes. The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination and ensure that no child is treated unfairly.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces any new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Anti - Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to completely eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others. Please see the school's Anti-Bullying Policy for further information.