



Wray Endowed Primary School Policy on Behaviour

1 Statement of Principles

It is a primary aim of Wray with Botton Primary 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 secure. It aims to promote good behaviour and respect, prevent bullying and regulate the conduct of pupils.

2 Context

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

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

3 Classroom Management

The school has a number of rules, but 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. 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. The values held by Wray School are respect, honesty, happiness, responsibility, patience, fairness, tolerance, co-operation and participation, care and compassion, determination, good manners and sportsmanship.

We treat all children fairly and apply this behaviour policy in a consistent way. 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 wider community.

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, rather than merely deter anti-social behaviour.

Well prepared and stimulating lessons generate good behaviour and earn respect. At Wray Primary School:

- The Class teacher or teaching assistant meet the class on the yard before lessons start to welcome children at the start of the School day.
- Lessons are well prepared.
- Lessons are planned to extend and motivate all pupils.
- Work is marked promptly and constructively.
- Rooms are kept attractive, clean and tidy.
- Wall displays are interesting and help pupils with their work.

All members of the school community have rights which include:

- The right to be safe
- The right to fair treatment
- The right to be heard
- The right to be treated with respect
- The right to be able to learn and teach without necessary interruption

4 Rules

At Wray with Botton Primary School we set high standards in all areas and expect everyone to behave in a way which demonstrates those high standards.

- Everyone in School should behave politely, kindly and with consideration for other people at all times.
- Everyone should move around School in a quiet, orderly and helpful manner.
- Everyone should speak politely at all times.
- Everyone should help to make it easy for pupils to learn and teachers to teach in class.
- Everyone should help to keep the School and playground clean and tidy so that it is a place we can all be proud of.
- Everyone should treat people in the same way they would like to be treated.

5 Rewards

We praise and reward children for good behaviour in a variety of ways to develop an ethos of kindness and consideration:

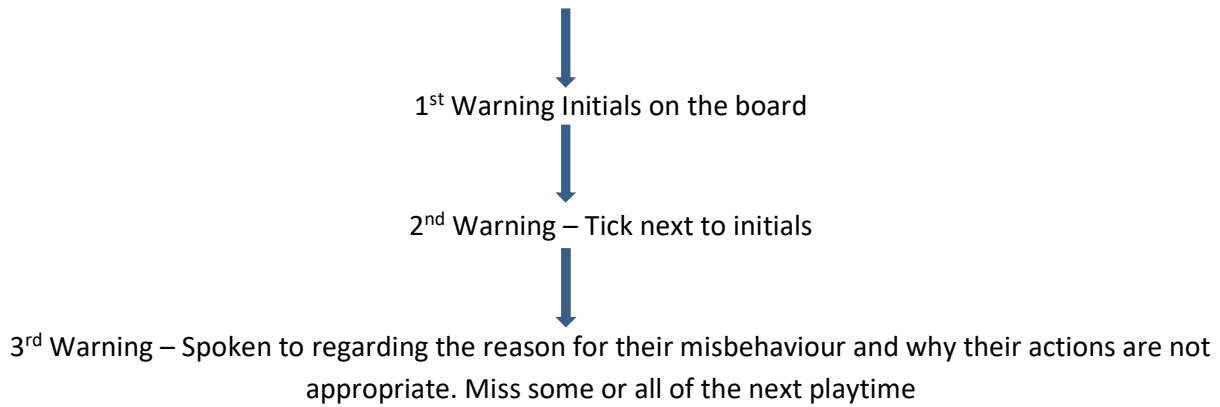
- Staff give children team points for good work and demonstrating the shared value of the month. A running total is kept and the winning team at the end of each half term receive a treat.
- Each week we nominate 3 children to be 'Star of the week' for consistent good behaviour or to acknowledge outstanding effort or acts of kindness in school.
- Each 'Star of the week' receives an award in Assembly.
- Celebration Assembly each week celebrates the achievements of the children both in School and in clubs/activities out of School.
- Head Teacher awards are given through the week to children who teachers believe have done an exceptional piece of work, tried their best with something or shown exemplary behaviour.
- Each half term 3 children are chosen who have demonstrated the value of the half term.
- Children can be awarded golden time each week at the class teacher's discretion to celebrate their hard work and good behaviour.

6 Sanctions

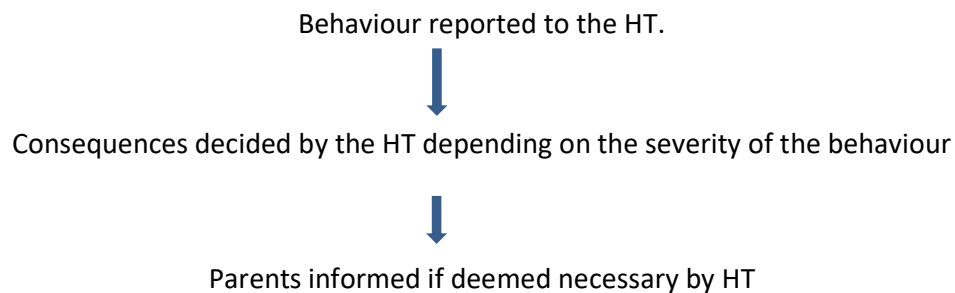
The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and age.

- We expect children to listen carefully to instructions in lessons. If they do not do so, 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 at a different time.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The following flow chart is used:

Low Level disruption:



More severe levels of disruption or poor behaviour:



- 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 prevents the child from taking part for the rest of that session. The Head Teacher is made aware of the situation.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The Head Teacher is made aware of the situation.
- Parents will be informed in a sensitive and confidential manner as to behaviour which has been deemed serious enough to need explanation ie. When another child has been hurt or if the negative behaviour has been sustained and prolonged over a period of time.

The class teacher discusses the school rules with each class and these are displayed around school and in each classroom. In this way, every child in the school knows the standard behaviour that we expect in our school. If there are incidents of anti- social behaviour, the class teacher discusses these with the whole class during circle time and reports them to the Head Teacher.

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. While it is very difficult to eradicate bullying or unkind behaviour, we do everything in our power to ensure that all children attend school free from fear.

When the procedures do not work

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, Head teacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, Educational Welfare Officer or Educational Psychologist.

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

Exclusion

In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the Local Authority procedures are followed. Any child returning to school following exclusion is helped to behave appropriately.

7 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, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher 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 Head Teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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 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 Head Teacher.

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 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.

8 Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

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. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion.

The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school.

The police and social services will also be informed.

9 Preventing Bullying

Bullying is unacceptable at Wray with Botton Endowed Primary School and is treated very seriously by all members of staff. If we discover an act of bullying or intimidation has taken place we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying or unkind behaviour, we do everything in our power to ensure that all children attend School free of fear.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- Use of CORUM life education resources during PSHE
- Value of the half term
- Circle Time
- Assemblies
- Monitoring areas within the School Building
- Monitoring of Playground by staff on duty
- Keeping a note of such incidences on our CPOMS system

10 Confiscation of inappropriate items

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

- 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 and the behaviour policy should set this out.
- Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. E-cigarettes/vapes
 - h. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
 - i. 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.

11 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 taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

12 Roles and Responsibilities

The role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes 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 work to the best of their ability.

The class teacher treats each child fairly, and enforces 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 on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.

Incidents of misbehaviour will be recorded using CPOMS containing details of what happened, who was involved and the actions taken.

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 a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This will take the form of a confidential meeting which will be undertaken with the due regard for the sensitivity of the situation.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, 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 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 on CPOMS.

The Head Teacher 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 taken only after the school governors have been notified.

The role of Parents and Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to support them.

We expect parents and carers to support their child's learning and to cooperate with the 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 in a confidential and sensitive manner.

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 that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. They may then want to contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of 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 Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

13 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 behaviour 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 our school SEN list. An individual behaviour plan will be established in consultation with the child and his/her parent. 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 Educational Psychologist 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 pupil.

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.

14 Consultation, Monitoring and Evaluation

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 those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors record any incidents on CPOMS.

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 rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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

15 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:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 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.
- 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 member of staff to show that he/she has acted reasonably.
- 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.
- 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.
- 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.
- 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.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.