



Behaviour Policy

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Behaviour Policy

1. Aims

We aim for Scotton and Lingerfield school to be a place of excellence where children can achieve to the best of their ability. We believe that good behaviour and discipline are essential to successful teaching and learning. We believe every member of the school community has a responsibility for behaviour and that children learn best in an environment where they feel secure, successful and happy. By way of close and effective partnerships between children, staff and parents we are committed to helping children develop self-discipline and an acceptance of responsibility for their own actions.

2. Purpose

The purpose of our behaviour policy is to:

- i) Provide the basis for and help us maintain a positive and consistent approach to behaviour.
- ii) Create a positive atmosphere to support teaching and learning within the school.
- iii) Provide guidance to support a consistent approach to behaviour management from all staff, particularly with regard to the delivery of rewards and sanctions.
- iv) Ensure that staff, pupils, parents and visitors to the school have a shared understanding of our expectations and procedures for behaviour management.

We aim to do this by:

- Developing a positive, responsible and caring attitude amongst all children towards each other and towards adults in school.
- Ensuring that all pupils are aware of their responsibilities and what is acceptable behaviour both within school and outside.
- Expecting all staff to take responsibility for promoting good behaviour at all times.
- Always taking unacceptable behaviour (including bullying) seriously.
- Taking a consistent approach to rewards and sanctions.
- Taking a personal interest in the progress and welfare of every child.

3. School Rules

The children and staff at Scotton Lingerfield school have agreed a set of expectations for behaviour in and around school.

There are 3 school rules: Be Safe, Be Responsible, Be Respectful.



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The rules are displayed in the classroom and around the school, reminding children of the expectations for behaviour in classrooms, in corridors, at playtime and during lunchtimes.

New children are made aware of the expectations in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the 3 school rules and are aware of the systems for rewards and sanctions.

4. Roles and Responsibilities

We believe that staff and parents share responsibility for managing and promoting good behaviour and that everyone has a role to play in supporting the implementation of this policy.

- i) Headteacher/Management:
 - Will take the lead in the establishment of a positive school ethos;
 - Will support members of staff in the application of the behaviour policy, rewards and sanctions;
- ii) Staff
 - Class teachers and teaching assistants will endeavour to ensure that children adhere to the school rules at all times;
 - Will seek to ensure that children are emotionally and physically safe;
 - Will challenge inappropriate/unacceptable behaviour
 - Will provide students with a good role model.
- iii) Children play a role by:
 - Following the school rules and doing their best at all times, including respecting all adults in school and adopting a growth mindset;
 - Contributing to the development of school rules.
- iv) Parents

Parents have a vital role to play in promoting good behaviour. They can support the school by:

 - Ensuring children attend school promptly, with the correct clothing and equipment in accordance with the uniform list.
 - Supporting the action of the school with regard to any sanction imposed. If they have concerns about the way their child has been treated, they should initially contact the class teacher.



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v) Governors.

The governing body is responsible for agreeing general guidelines on standards of behaviour and reviewing effectiveness of the policy. The governors will support the school and headteacher in implementing the policy and monitor the impact of this policy looking at evidence such as that outlined in Section 9 – Monitoring and Review.

5. Rewards and Sanctions

Rewards

Class teachers have a range of rewards used as recognition and reinforcement of good behaviour, including verbal praise, stickers and also the award of dojo points. Children are awarded dojo points for meeting the expectations we have agreed for behaviour in our school. Any children demonstrating outstanding behaviour will be given a gold award.

Each half term, the class teachers will set a target for the class total of Dojo points. If this achieved, a whole class reward will be given. At the end of each term, individual awards will be given.

Lunchtime supervisors also award dojo points for good behaviour. In addition, they select children who have demonstrated excellent behaviour and manners to sit on the Golden Table for lunch.

Each Friday those children who have been given a Gold award will receive a certificate and small gift in the celebration assembly. Any children chosen to sit on the Golden Table will receive their Golden Ticket.

Sanctions

All classes have a visual traffic light system to record sanctions. Every child will begin each session on green. If a child is not conforming to the agreed expectations, a series of reminders will be given.

Verbal reminder

Name moved to amber on the traffic lights

Name moved to red on the traffic lights and work taken to a partner class

5 minutes of playtime removed

10 minutes of playtime removed

All of playtime removed

Internal half day exclusion – working in a different class



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Parents will be informed at the third reminder stage when the child has moved to red.

Sometimes it may be necessary to apply a higher sanction immediately for example:

- Serious health and safety violations, violence or threatening behaviour towards others
- Refusal to follow a reasonable request*
- Refusing to hand over items which are not allow in school
- Swearing
- Bullying

* Refusal to follow a reasonable request means that children are persistently not complying with a reasonable request. It does not mean that students are immediately given an R4, but they are asked 4 times to comply.

All behaviour and approaches to managing behaviour should be seen as contextual and will need to be dealt with on an individual basis taking context and circumstances into account. Consequences are also judged on the basis of severity and previous incidents.

Physical restraint approach: Staff have been trained in physical restraint and will employ this approach in circumstances in which, in their view, it is warranted. This may include occasions on which a child is violent toward another pupil or a member of staff. In all cases where physical intervention is deemed necessary, the incident and subsequent actions will be documented and reported to the headteacher and to the child's parents.

6. Serious behaviour issues

For more serious issues relating to behaviour the following may also apply:

- Involvement of Behaviour Support Service
- Fixed Term Exclusion
- Permanent Exclusion



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Fixed Term Exclusion means that a child is not allowed on the school site for a defined period determined by the Headteacher.

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.’ (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The following are some examples of where exclusion may be considered by Scotton and Lingerfield school:

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear school uniform.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol.
- Failure to comply with the requirements of the ‘Reminders’ system see section 5 above.
- Wilful damage to property.
- Homophobic or racist bullying.
 - Bullying.
 - Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
 - Persistent defiance or disruption.
- Minor assaults or fighting.
- Other serious breaches of school rules.

Permanent Exclusion

Permanent Exclusion (also known as expulsion) means your child is permanently removed from the school. ‘A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school’s behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’. (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff.
 - Sexual abuse or assault.



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- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.
- Making a malicious serious false allegation against a member of staff.
- Potentially placing members of the public in significant danger or at risk of significant harm.
- Persistent defiance or disruption where all other avenues have been exhausted.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. For children who are deemed to be at risk of exclusion a formal meeting will be called for a discussion between the parents or carers, the Headteacher and other relevant and significant staff involved with the child, and where appropriate, outside agencies. The purpose of the meeting will be to establish and clarify the child's individual targets.

The school's Exclusion Policy outlines the specific processes that the school will follow should exclusion be considered as a response to behavioural issues.

7. Children with additional needs

In the case of children with 'behavioural special needs', the school, in conjunction with parents, will draw up an action plan, which may include some differentiation to policy to meet the child's needs. However, unacceptable behaviour will never remain unacknowledged.

Some children may also go through a period of additional stress or turbulence which may result in unwanted behaviour. The school, in conjunction with parents, will also discuss and implement an action plan in these cases, as necessary.

8. Bullying and Harassment

Instances of bullying will be dealt with very seriously and in accordance with the school's anti-bullying policy.

All incidents relating to harassment, including racial, sexual, religious, gender-based harassment will be taken very seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated.



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The school's separate Anti-Bullying policy should also be referred to.

9. Monitoring and Review

Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Headteacher
- Analysis of tracking data for individual children and for classes
- Termly inclusion review (carried out by inclusion leader on particular groups of children such as vulnerable, SEN, LAC, those with a disability)
- Analysis of exclusion data
- The school development plan (SDP) which is used for planning and monitoring provision within the school
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

Success Criteria

We will know this policy is effective when:

- All children, staff, parents/carers and all associated adults know and understand the 3 school rules and adhere to them.
- Expectations and standards of behaviour are consistently high.
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development.
- Parents feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach.
- Visitors are made to feel welcome by children and staff,

10. Training and Communication

Staff Training

The school has a training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

Communicating the Behaviour Policy



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The Behaviour Policy is circulated to parents (in summary form) and staff and discussed with the children at least annually. It is available on the school's website and from the Admin Office in paper form, on request. Any parent wishing to see the full policy can request it from the Admin Office.