

Behaviour Policy

APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

_____13 May 2019_____

Chair of Governors

Signed: _____
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Positive behaviour is at the heart of our school. We play a central role in the children's social and moral development as much as in their academic progress, and our behaviour policy is designed to define and encourage our expectations and our aim to promote outstanding behaviour. It involves staff, parents and children alike.

Our core values :

Respect, Honesty, Co-operation, Kindness, Courtesy, Enjoyment and Effort.

Aims and Objectives

1. It is a primary aim of our school that every member of the school feels valued and respected, and that every person is treated fairly. Our caring, family ethos promotes trust and respect for all. This policy is designed to enable all members of the school to live and work together in a supportive way. We aim to promote an environment in which everyone feels happy, safe and secure.
2. We aim to create a positive partnership with parents to build trust, common expectations and strategies for dealing with behaviour problems. (With other agencies if appropriate)
3. Create a positive, caring and effective learning environment, which promotes high expectations of both behaviour and work.
4. Promote honesty and courtesy through example, and thus expect every member of the school community to behave in a considerate way towards each other, showing respect, kindness and an understanding of the needs of others.
5. Ensure every member is treated fairly regardless of age, religious belief, gender, sexual orientation, race, physical difference (hair colour, size etc), ability or impairment.
6. Appreciate the best efforts and contributions of all, value and celebrate high achievement and good behaviour through a rewards system.
7. By promoting good behaviour, in a safe, secure environment we aim to help children and students grow into positive, caring, independent citizens.

Behaviour, Learning and Classroom Management

We believe that our curriculum, class organisation and day-to-day management have a profound effect on children's behaviour. To ensure the best possible results we will:

- Employ teaching methods which encourage high attainment, enthusiasm, active participation and co-operation with others.
- Plan an appropriately structured, exciting and challenging curriculum, responsive to the individual needs and desires of each learner.
- Thoughtfully arrange furniture which allows for easy access to resources and movement around the classroom and school.

- Provide excellent displays which value the children's contributions and promote learning and high self-esteem. (Respect the different learning requirements of each child in all displays)
- Provide a high quality learning environment of which all members of the school community can be proud.
- Reward good behaviour and high personal standards through celebration assemblies, and individual class awards. (All class teachers will have their own system of rewards).
- Promote our high standards and expectations in assemblies, parent and community events and newsletters.

Rewards and Sanctions

We praise and reward children in a variety of ways:

- Positive verbal or non-verbal response
- Teachers and Head of School give stickers showing value of work or behaviour.
- Celebrate success in weekly superstar assemblies.
- Award certificates and trophies for outstanding effort or acts of kindness in **Trophy Assembly** every half term.
- Celebrate success, both in and out of school, in newsletters to parents and in the Parish Magazine.
- Each class teacher implements additional reward systems. These may benefit both the individual and the whole class.

School Rules and Values (*see attachments for child based class, hall, indoor and outdoor playground rules*)

- We expect children to listen carefully to instructions both in and out of the classroom, from all members of staff.
- We expect children to try **their** best in all activities.
- We expect children to come into and leave assembly quietly and to sit quietly unless asked to take part in discussions.
- We expect children to behave responsibly at playtime and dinnertime and to respect their peers and all adults.
- We expect children to respect and care for all property and resources.

Sanctions

It is far more effective to reduce or remove the cause than to repeatedly deal with the result. Every effort will be made to defuse potentially difficult situations.

At all times the school will seek to work with parents to resolve any problems.

There is a need for sanctions to register the disapproval of unacceptable behaviour. This is needed to maintain the security and stability of the school community. In the school environment children will learn that the loss of respect, or disapproval, is a powerful punishment.

Children will need to know -

- Why the sanction is being applied.

- That their viewpoint is being listened to.
- What changes in behaviour are needed to avoid punishment in the future?
- Group punishments should be avoided - the innocent are punished with the guilty and breed resentment (i.e. keeping the whole class in for the misdemeanours of a few).
- There should be a clear distinction between minor (low level disruption) and major offences (physical and verbal abuse towards pupils or staff).

Most instances of poor behaviour are relatively minor and can be dealt with through minor sanctions such as expressions of disapproval, withdrawal of privileges, calls to parents etc.

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.

- Ask children to redo a task if they have not made the effort they are capable of.
- Move an inattentive or disruptive child to a place nearer the teacher or teaching assistant, or to a place on his/her own.
- If a child remains disruptive, remind them of expectations and provide them with choices. Head of school will be called if this persists and the child will remain with them to complete their work. Head of School will inform parents.
- The safety of all the other 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 the session. This may mean the child is withdrawn from the classroom/learning environment.
- If a child threatens, hurts or bullies another child at any time, the teacher records the incident and appropriate sanctions are put in place. The teacher will inform the Head of School who will then inform parents. Where physical assault has occurred the child may be excluded from the class or from school for a fixed period of time.
- All incidents of bullying or racial abuse must be recorded by the teacher, the witness, or the person to whom the incident was reported and head of school is informed
- If this behaviour is repeated, the incidents must be logged, dated and documented, and the head of school will deal with the child. The school will then contact the parents formally and make an appointment to discuss the situation with a view to improving the child's behaviour.
- **Unacceptable behaviour, as outlined below, will result in a child being immediately sent to head of school.**
- **Unacceptable behaviour (major offences)**
- Bullying by physical aggression - biting, kicking, fighting, scratching, spitting or threatening to use a weapon.
- Bullying by verbal abuse - racism, sexual innuendo, swearing, name-calling, verbal threats.
- Damage or abuse of property - stealing, deliberately damaging someone's belongings, graffiti, wrongly setting off the fire alarm.
- Defiance - repeatedly refusing to work, being uncooperative, ignoring adults, leaving class without permission, surly attitude/body language, answering back.

- Parents will be contacted and the issues discussed. A decision will be made by senior staff as to what is an appropriate sanction.
- In accordance with LA guidelines the Executive Headteacher may decide that a child's behaviour, over a period of time, or after a particular isolated incident represents an unacceptable threat to health and safety standards within the school, or to the educational progress of others in the school. The child may be excluded from school for a temporary period, or permanently.
- Encouragement and praise will be given to motivate children to behave. Sanctions will be applied as a consequence of unacceptable behaviour.
- We encourage a strong link between home and school in order to support and provide the best education for our children.

Lunchtime Behaviour

MMS rewards will be consistent with the whole school rewards scheme, recognizing and rewarding children following our core values.

Class teachers should liaise with MMS to inform them of any concerns.

Playtime and Dinnertime Sanctions

- Verbal warning- staff to notify children of the consequences.
- 5 minutes time out- walking with staff or wait in a designated area.
- Repeated offence- child is sent to the Head of School, office /staffroom. Duty staff to ask the child, "Do you know why you are being sent in?" Clarify why with the child. Teachers in the staffroom/will record the sanction in the Behaviour book. (ABC incident sheet)
- Behaviour Log: to be kept by Head of School detailing incidents occurring at lunchtimes. If children are repeatedly appearing in the book then sanctions are put in place (loss of lunchtime) and parents informed
- Inform the Class Teacher. *We recognise that children are different and react differently to sanctions, therefore their teacher will decide on an appropriate punishment, eg litter pick, letter of apology, miss some/all of play, football or apparatus time.*
- Each day is a new beginning, but if a child has repeat appearances in the book over half a term, parents will be invited in to talk to the Head of School and Class Teacher.
- Extreme, bad behaviour-eg. Bad language, Physical violence, Aggressive behaviour to children or aggressive damage to property, prolonged bullying- child taken to Head of School by duty staff. Parents to be informed at the end of the day by the Head of School or class teacher.

Assembly and circle times at the start of term given to remind children of the rules

Use of reasonable force

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force
2. This power applies to any member of staff at the school. It can also apply to people whom the Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes - to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006/5. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

Power to search pupils without consent.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

- knives and weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

The Federation acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

BULLYING

We regard bullying as the wilful and conscious desire to repeatedly hurt, threaten or frighten someone else. We regard this as serious, and firm action must be taken to prevent it. We encourage all children to frown upon it and to report any such behaviour that they come across.

Bullying can be expressed **physically, verbally or emotionally** and by an **individual** or a **group**. It can take many forms, including:

malicious rumour/name-calling/violence or assault/pushing/teasing/coercion, intimidation or extortion/ostracising/damage to and/or theft of property.

The **victim** of **bullying** may be chosen by the bully for many different reasons:

race/sex/disability/class/physical appearance/talent or lack of talent

or it may simply be that the child is new to the school, has an ongoing family crisis or is otherwise perceived by the bully as 'different', temporarily or otherwise for some other reason. Generally the victim will be unassertive, even timid.

The **bully** may be such for a host of different reasons, but often may be:

bullied themselves/inclined to copy behaviour seen at home or on television/
inclined to enjoy or need a sense of power/a victim of violence or abuse.

These reasons are not rooted in any particular culture, race, class or sex, and cut across every year group of a school.

The **victim's distress** may be recognised by:

- signs of withdrawal
- deterioration in work, attendance and time-keeping
- general unhappiness, fear or anxiety

- false claims of illness
- isolation and/or desire to remain with adults

We aim to **prevent bullying**, rather than having to cure it, by:

- the staff providing good role models for the children
- encouragement of caring for others
- discouragement of bullying tendencies
- a caring and co-operative approach to work and play (pairs and group work)
- discussion of friendships - for example PHSE Lessons
- appropriate supervision in playgrounds.
- ensuring regular coverage in assemblies
- following a full PSHE curriculum

We must **distinguish** between **bullying and other behaviour** which might be confused with it. For instance, the child who is inclined to be bossy may boss whoever is around, regardless of age or size and will grow out of this as maturity and greater social skills are acquired. In learning and developing social skills children may also on occasions be unkind to each other. This will be dealt with appropriately in school but we should be mindful that this is not bullying. The bully will usually focus upon younger or smaller children, and will rely increasingly on threat and force for power. The bully will also maintain a knowing and conscious desire to harm.

We believe that parents and teachers alike **should not** unwittingly **condone** bullying behaviour by statements such as:

- Hit him back
- You must have done something to deserve it
- It will sort itself out
- It is part of growing up
- Don't be a wimp
- Learn to look after yourself
- Don't tell tales (where the 'tale' is persistent)

We believe that we may be able to be **deal with bullying informally** by:

- stressing that to stand and do nothing in the face of bullying is to condone it
- tackling racist, sexist or discriminatory language
- supporting both the victim and the bully in their individual requirements
(both will need to be encouraged to have a sense of self-esteem and self-value, whilst the bully will also need to be encouraged to co-operate rather than compete, and to speak about the reasons for bullying)
- liaising with parents of both victim and bully
- following up and supporting the victim to prevent recurrence
- rewarding of non-aggressive behaviour in school and at home
- avoiding statements that condone bullying, as above

- using peer pressure for support for victims and to express disapproval of bullying behaviour
- helping children to see things from the other's point of view
- discussion

Procedure when bullying is reported by a child, parent or member of staff

1. Speak to the victim to see if bullying has occurred. If so:
2. Speak to those accused of bullying (together if a group). Discuss their actions from their and the victim's point of view. Tell them that their actions could be described as bullying and warn them of the consequences (see below) if further incidences occur.
3. Speak to parents/guardians of the victim, make them aware of problem and school's action.
4. Maintain contact with victim for the foreseeable future to see if any further incidents occur.
5. If further incidents have occurred, arrange meetings with both sets of parents and their children. Consider next steps.

Records will be kept of all incidents and of discussions with the children and parents concerned.

The role of the Executive Head/ Head of School

- It is the responsibility of the Executive Head/Head of School 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 of school to ensure the health, safety and welfare of all children and staff both within the school, or any school related, extended school activities or visits.
- The Head of School will support the staff by implementing the policy, by setting standards of behaviour, and supporting staff in the implementation of the policy.
- The Head of School keeps records of all reported **serious** incidents of misbehaviour.
- The Head of School/Executive Head 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, which are not changed after a programme of support from staff, parents and other agencies, the Executive Head/Head of School may permanently exclude a child. These actions are only taken after the school Governors have been notified.

The role of the class teacher

- Teachers will discuss both the school and class rules with the children and use circle times to reinforce positive attitudes.

- Each class will have its own classroom code, agreed by the children. This will be displayed on classroom walls.
- All staff are made aware of the regulations in DfE circular 10/98 relating to section 550A of the Education Act 1996 regarding: The use of force to control or restrain pupils. They will only intervene physically to prevent injury to a child or adult, or if a child is in danger of hurting him/herself, or to protect property of the school or others. Training will take place on a regular basis.
- When needed the class teacher, Head of School and SENCO will liaise with external agencies, (with parental permission), to support and guide the progress of each child.
- The class teacher consults formally with parents in terms 2 and 4 when an honest report of the child's behaviour, attitudes and progress must be given. A written report is given in term 6.

The role of the Governors

- The Governors will review the Behaviour Policy with the SLT and monitor behaviour regularly in Governor meetings.
- The Governors, with the SLT, will be responsible for decisions about suspensions or exclusions, or unresolved complaints and will liaise with the LEA.
- The Governors should support the SLT and staff in implementing the Behaviour Policy.

The role of parents

- The school collaborates actively with parents so that children receive consistent messages about how to behave at home and school and on school related outings.
- We expect parents to support their child's learning, to co-operate with the school as set out in the home-school agreement. We try to build a supportive discussion between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to reprimand a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, **the first point of contact is the class teacher**. If the concern remains, they should contact the head of school. If these discussions cannot resolve the problem, the Governors should be contacted for a formal grievance or appeal process to be implemented. (*See the school Complaints Procedure*)

Outside Agencies

Within school any problems will be discussed with the class teacher, SENCO, and Head of school.

Information may need to be passed on to other agencies from which the school may need advice and support.

This may follow on from LIFT. Some behaviour, if extreme, will need to be carefully and fully documented.

Outside Agencies include:

Educational Psychologist

Behaviour Support Service

Educational Welfare Officer

Speech therapist/technicians

Physiotherapist

Occupational Therapist

School Doctor

School Nurse

Orchard House, Thanet

George Turle House, Canterbury

Social Services

Looked After Children Virtual Head Teacher and services.

NHS School Counselling Service

Collegiate Schools Consultation Group

Monitoring and Review

- The Senior Leadership Team (SLT) monitors the effectiveness of this policy on a regular basis. The Executive Head reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The head of school keeps a record of any child who is suspended for a fixed term, or who is permanently excluded and reports to the Governing Body meetings, and to KCC and the DfE in mandatory annual returns.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school will pay particular attention to matters of racial, disability and gender 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, disability or gender.
- The governing body reviews this policy every three 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 may be improved.

Appendix 1.

Class Rules

- Respect all adults and class equipment
- Keep your hands and feet to yourself
- Listen to others and take your turn
- Be helpful, kind and polite, put your hand up if you want something or need to leave the classroom
- Talk quietly to your teacher and your friends

Hall Assembly Rules

- Enter and leave the hall quietly
- Sit quietly in assembly unless you are asked to take part in a discussion
- Respect all adults and visitors to the school

Indoor Dinner- time rules

- Line up quietly, walk around the school quietly
- Talk quietly to adults and children
- Put your hand up if you need something
- Be polite and say “please” and “thank you” and never speak with your mouth full
- Try to keep the tables clean and use the cutlery provided

Indoor/Outdoor packed lunch rules

- Sit in your chosen space to eat your packed lunch
- Talk quietly to adults and children
- Put your hand up if you need anything
- Try to eat as much of your lunch provided as you can
- Keep all your rubbish in your lunch box
- Check your lunch box with an adult before you go and play
- Be polite and say “please” and “thank you” and never speak with your mouth full

Playground Rules (Playgrounds and Recreation Ground)

- Keep to the play areas agreed for your class within the school grounds
- Picnic tables and benches are for sitting on and for quiet games
- Keep your hands and feet to yourself
- Be helpful, kind and polite to adults and children at all times
- Talk quietly to adults and children
- Respect other peoples games
- Respect all property, put playground equipment away
- Yr6 monitors only, will put out and return equipment to the shed
- Popular card games and collections will be allowed but no swapping or exchange can take place in school time. Any arguments occurring may result in these games being banned from school.
- Line up quietly before going onto the recreation ground at dinner time
- A bell at the end of playtime means to stand still and another bell walk sensibly to line up