



Behaviour Policy

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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 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.

Our behaviour policy is a means of promoting good relationships, so that everyone can work together with the common purpose.

Our school expects every member of the school community to behave in a considerate way towards others.

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 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 relationships.

Our school, along with the cluster have three school rules that are a prominent and focal part of our community:

- Be Ready
- Be Respectful
- Be Safe

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children and organise their own reward systems in their classrooms
- Class Dojo is used to share positive praise across the school community
- Each fortnight, pupils receive a Shine award certificate from their class teacher
- Each fortnight, pupils nominate a Heart of Gold certificate winner in their class
- Each week, the Headteacher awards Mr Thomas certificates to pupils
- All classes have an opportunity to share their celebrations and achievements both in and out of school in assembly
- Each term, pupils receive certificates for their attendance
- Pupils have opportunities to hold positions of leadership across the school community and represent the school at various events

The school employs a structured system to ensure a safe and positive learning environment. We employ each step appropriately to each individual situation.

Step	Explanation
Redirection	Gentle encouragement, a reminder to the pupil at their level of school rules, small act of kindness
Reminder	A reminder of the expectations in the class to be ready, respectful, safe. A pupil to teacher conversation to explain what they need to do to adhere to these school rules
Warning	A clear verbal warning delivered to the child at child level making the pupil aware of their behaviour they are displaying and clearly outlining the next steps if they continue. A visual caution card may be used for the pupil (Appendix A)
Time Out	The pupil will be asked to go to the adjacent classroom for 10 minutes for them to reflect away from others. A visual card may be given to identify this step (Appendix A)
Restoration	A restorative conversation will take place between the teacher and the pupil after 10 minutes outside the classroom before the pupil returns.
Behaviour Warning – teacher level	A child will be given a behaviour warning by a teacher for their continued behaviour that is against the school rules. This is after a caution has been tried by the teacher. This warning will remind the pupil of what they need to do to make the adjustment to their behaviour and warn them if they do not adjust their behaviour they will be sent to the Head/Deputy Headteacher or Senior Leader
Behaviour Warning – Leadership level	A child will be given a behaviour warning if sent to the Head/ Deputy Headteacher or Senior Leader, they will discuss the school rules and the behaviour that they have continued to display in the classroom or at play. They will be informed if there is a repeat of the negative behaviour they will be placed on Behaviour report and their parents/carers will be contacted.
Behaviour Report	After a warning the child will be placed on Behaviour Report by a Senior Leader. This will be three days spent off the yard at play and break times supervised by a Senior Leader. Parents will be notified by a Senior Leader before the end of the school day and informed of the reasons. The pupil will be unable to attend school clubs and on represent the school at events whilst on Behaviour. If they are on Behaviour three times within one academic year a meeting will be held with parents/carers and an individual action plan will be developed with the pupil and staff. If applicable THRIVE strategies will be used to support the pupil and create a home plan to continue the support at home.
Fixed Term Exclusion	The Headteacher has the right to exclude a pupil, this will only be used if deemed necessary. The Headteacher can exclude a pupil for a fixed amount of time and will follow LA guidelines and report any Fixed term reports to the Governing Body.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are followed 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 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 misbehaviour continues, the class teacher seeks help and advice from a senior leader.

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.

The role of the headteacher

It is the responsibility of the headteacher 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 headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher 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 the school rules and what is expected of them..

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. 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.

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 Deputy or Headteacher. If these discussions cannot resolve the problem, a formal complaint process can be followed.

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 headteacher in adhering to these guidelines.

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

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher 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 reviews this policy every year. 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.

SLT September 2024

Appendix A



