



BEHAVIOUR POLICY

In a safe and caring Christian setting, through inspirational teaching, challenge, awe and wonder, this school's goal is to enable all children to become confident life-long learners to achieve their full potential.

Mission Statement

At Rauceby C of E Primary we seek to promote positive behaviour based on mutual respect between all members of the school community.

We are committed to enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which children and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

This policy works in conjunction with our Anti-Bullying Policy.

AIMS AND EXPECTATIONS

We will strive to ensure children and young people feel safe; including understanding the issues relating to safety such as bullying; and that they feel confident to seek support should they feel unsafe.

- 1.1 We believe that good behaviour is essential for maintaining a well ordered Learning Environment, where effective teaching and learning can take place and where the safety and welfare of all can be ensured.
- 1.2 We aim to approach behaviour management throughout the school in a positive and consistent way.
- 1.3 We aim to teach children how to solve problems by thinking them through and making right choices for themselves.
- 1.4 We aim to help our children develop responsibility for their actions by seeing the links between behaviour and consequences of their actions.
- 1.5 We will uphold the Christian value of forgiveness when considering dealing with negative behaviour.
- 1.6 Our expectations of good behaviour are:
 - **Relationships with others** - that children show self discipline and respect for others and accept the authority of staff without challenge.
 - **Manners** - that children show courtesy through their speech and actions and their consideration to others.
 - **Movement** – that children walk quietly and in an orderly manner around school. Special care is taken travelling to and from school. No child is to leave the school site during the school day without permission or an adult arriving to collect them.
 - **E-safety** – that children will follow the rules for using the internet responsibly (see e-safety policy).

1.7 We define 4 types of unacceptable behaviour. These are

- persistent refusal to co-operate. (Persistent is defined as refusing to co-operate after 3 requests to do so)
- physically aggressive behaviour
- deliberate verbal abuse, including foul language and racist language, directed at another person
- deliberate provocation

REWARDS AND SANCTIONS

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2.1 It is the responsibility of all staff employed in the School to implement this policy consistently and fairly.

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

- Non-verbal approval/gesture e.g. a smile
- Verbal praise
- House points
- Displaying/sharing work
- Written comments about behaviour in home school diary and/or reports
- Taking work to other classes/teachers
- Merits in celebration assembly
- Child to see Headteacher for reward
- Moving up on the class behaviour chart
- Child given a special responsibility
- Certificates/stickers for consistent good work or behaviour

The above list is by no means a comprehensive guide, common sense, teacher discretion and teacher creativity can be applied. Throughout we should consider our Christian Values.

2.3 Good behaviour is modelled for all children in a range of different ways, such as:

- Code of Conduct/Rules/Values displayed around the school
- stories and plays in collective worship
- Circle Time lessons
- learning objectives and teaching in PSHE

2.4 The school acknowledges all the efforts and achievements of children, both in and out of school.

Inappropriate or Unacceptable behaviour

Rauceby School believes that clearly stated expectations for acceptable and appropriate behaviour, which are understood and agreed by staff, governors, parents and children alike, are essential for the maintenance of good conduct. These expectations are set out in the form of a Home/School agreement- details of which are sent home to all new parents. There is also a specific Code of Conduct for Staff and written expectations for volunteers who may work in the school from time to time – including Work Experience Students.

2.5 While Rauceby School expects good behaviour from all children, their varied needs mean that sometimes standards of behaviour do not meet our expectations, especially when a child has a medical condition such as ADHD or is affected by a developmental condition such as may be found within the triad of Autistic impairments. The School sees a clear difference between those

children who are occasionally disobedient **and** those who behave badly or who have severe behaviour problems that are the result of a medical or developmental disorder.

2.6 We will make every effort to help and support children whose behaviour does not accord with the school's expectations.

2.7 All staff (including lunchtime supervisors) undertake 'Behaviour Management Training' on a regular basis and / or as specific children's needs change.

2.8 **Sanctions** for inappropriate or unacceptable behaviour, may be applied as follows:

Level 1: Verbal Apology, Time Out, Sent to another Teacher, Missing playtime or parts of playtime, other sanctions (as deemed appropriate by the Class Teacher)
Level 2: Sent to HT, Miss Playtime, other sanctions (as deemed appropriate by the Head Teacher)
Level 3: Parents called, outside agency involvement (Autism outreach, Educational Psychologist, Emotional and behavioural support etc.)
Level 4: Fixed term exclusion, Permanent exclusion.

A behaviour book will be kept by each class teacher to record any incidents that are deemed Level 2 or above. Appendix 1 provides a guide to the classification of unacceptable behaviour. It is the class teacher or MSA decision at what level they deem the behaviour to be at.

2.9 **Support structures available within school:**

If a child's behaviour is causing concern, the School will seek ways to provide support to the child and his/her parents as part of the strategies it uses to manage and model good behaviour. This support will take a variety of forms, including

- setting targets and giving children precise descriptors of the behaviour the School wishes to see
- the support of an adult mentor from the staff
- the involvement of specialist external support services;
- the recognition that the child's behaviour is symptomatic to their SEND

2.10 Where SEND becomes an issue, the School will formally record the support it provides in the form of a Rauceby Education Plan (REP).

2.11 Where the School believes it is necessary in the interests of the child to provide more formal support because of the difficulties the child is experiencing; it will apply for a Multi-Disciplinary Assessment (MDA), with a view to obtaining a Statement of Special Needs (subject to the school having satisfactorily fulfilled the Local Authority criteria for attempting to meet the child's needs from within its own resources).

2.12 Where all attempts have been made to de-escalate a situation that is deemed to be dangerous to the child exhibiting the behaviour or to others (children or adults) around them; then safe and positive handling techniques will be used. At such a time, the School's 'Safe and Positive Handling' Policy will be followed

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in

danger of hurting him/herself, or if there is a threat of damage to property. The actions that we take are in line with government guidelines on the restraint of children.

2.12.1 It is the policy in this school to comfort children appropriately, who are distressed for whatever reason. (e.g. to touch with their hand on the child's shoulder, to put an arm around their shoulder, to hold their hand, younger children may sit closely with an adult for a short story, rhyme etc. until they are comforted) Therefore appropriate physical contact is accepted in our school to comfort and encourage children.

2.12.2 Any new statutory government rules will be followed and will supersede our own policy.

The Role of the Teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 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 the headteacher. 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 behaviour support service.

3.5 The class teacher reports to the parents about the progress of each child in their class, in line with the whole school policy. The teacher may also contact a parent if there are concerns about behaviour or the welfare of a child.

Lunch time and Play time

4.1 At playtimes designated members of staff will be on duty supervising the playground, these members of staff (Teachers, Teaching Assistants, Lunchtime Supervisors or other) will effectively take on the role as class teacher as stated in Point 3.

4.2 If a child misbehaves, subject to the seriousness of their actions, in the first instance there will be a warning, if misbehaviour continues the child may be asked to stand with the adult on duty or escorted inside to their class teacher or headteacher.

4.3 All misbehaviour which takes place during play and lunch time will be reported back to the child's class teacher. Where appropriate this will be followed up by the guidance issued in Point 3.

4.4 All bullying, racist or homophobic behaviour will be reported to the headteacher and recorded in the relevant logs.

The role of the headteacher

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

5.2 The headteacher supports the staff by implementing the policy, by setting the standards of

behaviour, and by supporting staff in the implementation of the policy.

5.3 The headteacher keeps records of all reported serious incidents of misbehaviour. Any incidents of Bullying, Racism or Homophobia are always recorded in logs, this will be reported to the governing body termly.

5.4 The headteacher has the responsibility for giving fixed-term exclusions 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 (see Exclusion Policy).

The role of parents

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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

6.3 We expect parents to support their child's learning, and to co-operate 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 immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, the school's complaints procedure should be followed.

6.5 Parents will understand that not all incidents of negative behaviour will be reported to them, however they may ask about any such incidents.

6.6 Parents will follow our Christian ethos and the value of forgiveness when they consider follow up actions.

6.7 Parents will not interfere in incidents not related to a child in their care.

The role of governors

7.1 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 carrying out these guidelines.

7.2 The governing body will make and keep under review a written statement of general principles to guide the headteacher in determining measures to promote good behaviour. The governing body will notify the headteacher and provide related guidance if the governing body wishes the school's behaviour policy to include particular measures or address particular issues.

Fixed-term and permanent exclusions

8.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. This can only be done in line with the Exclusion Policy.

Monitoring

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. They may make amendments to the day-to-day behaviour rules and this will not necessarily require an alteration to policy but should be considered in future updates. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher

records major incidents. Not all incidents will be recorded if they are considered dealt with.

Lunchtime supervisors give verbal details of any incident to the class teacher or headteacher and any major incidents are recorded.

9.3 The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. This will be done by the Resources committee who will report to the Full Governing Body on an annual basis.

Review

Reviewed by: Resources Committee (July 2016)

Approved by: Resources Committee

Next Review: July 2017, Resources Committee

Appendix 1

A Guide to Unacceptable Behaviour

<p>Level 1</p>	<p>Shouting out/interrupting. Throwing things. Breaking the class rules. Wandering around the classroom. Refusing to work. Thoughtlessly being impolite. Thoughtlessly stopping other children learning. Irritating/winding up other children/name-calling/teasing. Unhelpful, uncooperative behaviour. Leaving the classroom without permission. Misuse of school equipment. Inappropriate behaviour at lunchtime.</p>
<p>Level 2</p>	<p>Spoiling other people’s work. Taking other people’s property. Persistent breaking of the class rules. Deliberately Breaking school rules. Frequently avoiding “in-seat” work. Persistently refusing to work. Deliberately being impolite. Deliberately stopping other children learning. Repeated name- calling/teasing/winding up Persistent unhelpful, uncooperative behaviour. Leaving the building without permission. Misuse of cloakrooms/toilet areas. Frequent inappropriate behaviour at lunchtime.</p>
<p>Level 3</p>	<p>Swearing and rudeness. Stone throwing/dangerous play. Theft. Refusing to follow staff instructions or go to designated person/classroom. Racist/minority group remarks or behaviour. Persistently and deliberately hurting another child (body or feelings). Leaving school without permission. Vandalism. Inappropriate touching.</p>
<p>Level 4</p>	<p>Being disrespectful, swearing at or hitting any member of staff. Repeated physical aggression to another adult or child. Bullying and persistent threatening, intimidating or harming behaviour.</p>

The above list is not exhaustive and each incident will be dealt with using common sense and teacher discretion may be applied. In the event that behaviour is repeated persistently and sanctions

and rewards previously given have had no effect, then the judgement on the severity of the behaviour may be increased.