



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.

All children will be offered the same opportunities regardless of race, colour, creed or gender. As a school we acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

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

AIMS AND EXPECTATIONS

Rauceby CE Primary School wants to equip the children with life skills and to help our community learn to understand the consequences and impacts of their actions. A restorative approach is integral to who we are as a school and we have made this process the foundation to every aspect of school life. We believe in adults living and modelling these behaviours for the children too.

We believe that by using a restorative process and bringing those harmed by conflict, and those responsible for the harm, into communication, we can enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. We will uphold the Christian value of forgiveness when considering dealing with negative behaviour.

The school actively builds an ethos which promotes trust, restoration of relationships and looks to repair harm at every opportunity. We believe that children have the right to feel safe and feel accepted.

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.

We aim to:

- help children grow up into confident, tolerant, considerate young people ensure that everyone at Rauceby can listen to others and feel listened to
- show children how to respect themselves and to show others the same respect
- help children to understand the needs of others
- teach children to care for their own belongings and their surrounding environment
- create an environment where education is a partnership between home and school be consistent

We believe that:

- all members of the community should feel safe, happy & cared for in school
- children & adults should be asked what they need in order to get the best out of themselves
- we should 'teach' skills to enable and empower children to make good relationships we must provide systems that will support children & adults if relationships break down
- any behaviour that harms/upsets a child or adult should be addressed and all parties involved should be given the opportunity to put things right

To achieve this; children, staff, parents, carers and members of our community will:

- speak to one another in a calm manner
- work together listen to each other
- tell the truth
- try to understand each other's point of view seek solutions which will repair any harm/upset caused avoid 'put downs', shouting and sarcasm
- actively seek to build, maintain and repair relationships

Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Rauceby CE Primary School we aim to have a positive caring ethos and provide challenging well planned education.

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.

THE RESTORATIVE APPROACH

At Rauceby Primary School everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties. The 5 stages are:

What happened? Drawing out each person's story one at a time.

What were you thinking at the time? What each person was thinking at the time, before and since. Allow pupils to reconsider their actions and replay their thought processes.

How did this make people feel? How did others react to their behaviour? What was the impact of their behaviour on classmates, visitors etc.

What should we do to put things right? Pupil comes up with solution, not the adult. A forced apology is worthless.

What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

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.

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

We praise and reward children for going *over and above* our behaviour expectations 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

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.

Good behaviour is modelled and expected behaviours taught 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

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.

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.

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

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

Sanctions

The schools employ a number of sanctions to ensure a safe and positive learning environment. When using sanctions at Rauceby CE Primary School, staff ensure that they are constructive and allow the child to learn from what has happened. The sanction is given by the class teacher or the member of staff responsible for the class when the incident took place. If an incident occurs at lunch time then it is the Lunchtime Supervisor's responsibility to resolve the issue, unless they feel it should be referred to the class teacher. Senior staff

should be consulted if there is any confusion about which sanction would be most appropriate.

(see appendix 1 for examples of behaviours)

Level 1: Verbal Apology, Time Out, Sent to another Teacher, Missing playtime or parts of playtime, Reminder of expectations, 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, Behaviour Outreach Support Service etc.)
Level 4: Fixed term exclusion, Permanent exclusion.

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

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

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 the DfE guidance 'Use of reasonable force - Advice for Headteachers, staff and governing bodies July 2013'. 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.

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.

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

The Role of the Teacher

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.

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.

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.

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.

Record any behaviour incidents deemed above level 2 disruption (appendix 1) and any incidents that require 'Positive Handling' strategies to be used.

Lunch time and Play time

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.

The role of the Headteacher

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.

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.

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.

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

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

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.

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.

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

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

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

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 carrying out these guidelines.

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.

Monitoring

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.

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

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 Full Governing Body on an annual basis.

Review

Reviewed by: Mr D Manby (September 2018)

Approved by:

Next Review: September 2019

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.

Appendix 2

Name of Child _____ Date _____

Who was involved?

Where did the incident take place?

When did the incident take place? (playtime, dinnertime, before/after school)

What happened in the incident? Drawing out each person's story one at a time.

What were you thinking at the time? What each person was thinking at the time, before and since. Allow pupils to reconsider their actions and replay their thought processes.

How did this make people feel? How did others react to their behaviour? What was the impact of their behaviour on classmates, visitors etc.

What should we do to put things right? Pupil comes up with solution, not the adult. A forced apology is worthless.

What agreement can we reach about the future? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

Appendix 3

