



Introduction

This policy sets out the framework for managing and supporting pupil behaviour at Kelsey Primary School.

Linked Policies

The following policies may have relevance to this policy under certain conditions:

- Confidentiality / data protection
- Health and Safety
- Inclusion
- Designated teacher for LAC
- Positive Handling
- Safeguarding

Aims

The school has a number of rules, but the aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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

Legal framework

In some circumstances the Disability Discrimination Act 2001 and the 2005 amendment may need to be considered.

Note

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 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 where everyone feels happy, safe and secure.

Behaviour Policy – Kelsey Primary School

Statement of Policy

We treat all children fairly and apply this behaviour policy in a consistent way.

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. School must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible.

For children who display inappropriate behaviour for reasons related to a disability, for example autism, Asperger's Syndrome, Tourette's Syndrome etc. the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions. (See also Race equality Policy)

We firmly believe however that it is our responsibility to support and help such pupils to behave in socially acceptable manner and that effecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs where behaviour and disability is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

This policy aims to help children to 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 co-operation and help raise self-esteem. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

School Rules and Expectations

A set of school rules have been devised by the School Council and Staff. The rules are displayed in every classroom. There are a set of rules for the children and for the class teacher.

Rewards and sanctions

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

- Teachers congratulate and praise children regularly;
- Teachers give children colour team points which go towards their team's weekly total.
- Each day, teachers nominate a pupil to be star of the day
- We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

Behaviour Policy – Kelsey Primary School

- All classes have an opportunity to take part in an achievement assembly where they are able to show examples of their best work;
- Pupils earn golden time throughout the week by working hard, completing work or being kind / helpful – these go towards golden time on Friday afternoon.

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

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and a positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.
- If a child is disruptive they will receive a verbal warning. If they continue to misbehave they will lose golden time.
- If they continue to behave inappropriately they will receive a second warning and will have to work on their own for the rest of the day.

However if their behaviour continues to deteriorate - the child will be sent to another class to work and a letter will be sent home to their parents asking them to come into school to discuss their child's behaviour.

The safety of the children is paramount in all situations. If a child's behaviour is violent and endangers the safety of him / herself or others, the Class Teacher may have to use reasonable and proportionate physical restraint on the child. Many teaching staff are trained in Team Teach techniques and we have a rota system to ensure one is always available. . All incidents involving restraint must be recorded in the Serious Incident Book in the Head teacher's office. All staff will be made aware of children who may need to be restrained. This will be on the child's IEP (Individual Education Plan.)

If a child physically hurts another pupil s/he will be taken to the Head Teacher, who may call the child's parents and send the child home for the rest of the day. If a child repeatedly acts in a way that is a danger to others s/he may be excluded for a longer period. Where a risk has been identified a Positive Handling Plan is required to justify the use of a physical intervention under the Team-Teach framework.

The Class Teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the Class Teacher may discuss these with the whole class, referring to the class charter.

Behaviour Policy – Kelsey Primary School

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. These are dealt with by the class teachers and headteacher as appropriate. The children involved will be monitored over an extended period. We do everything in our power to ensure that our children's time spent at school is free from fear, bullying and intimidation. Incidents of anti-social behaviour at lunchtimes are dealt with by the Lunchtime Supervisors, working closely with the Senior Teacher and the Head Teacher.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 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, slap children or invade their space. 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. The actions that we take are in line with government guidelines on the restraint of children.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone nor will we accept violent or abusive behaviour towards staff or other pupils and any such incidents will be the subject of close scrutiny. In very rare cases we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such pupils have statements of special needs then a review of their statement will be held to determine if it is still appropriate to name Kelsey Primary School as their school. If no statement exists then the process for an SEN assessment will be undertaken. However we envisage such circumstances to be very rare and would never be undertaken lightly or without due consultation with parents, Governors and the child.

The role of the Class 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.

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 deals with each incident as set out in Section 2.1.

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 SENCO, Education Welfare (EWO), or LA behaviour support service.

Behaviour Policy – Kelsey Primary School

The Class Teacher reports to parents 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 Head Teacher

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

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher 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 Head Teacher may permanently exclude a child.

The Head Teacher will then inform the Governing Body of any exclusion permanent or otherwise.

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 to achieve the best possible education for their child. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as possible 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 make an appointment to speak with the Head Teacher and at this point the problem is usually resolved.

However, if these discussions cannot resolve the problem, they should contact the school governors and a formal grievance or appeal process can be implemented.

Behaviour Policy – Kelsey Primary School

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 Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy.

Fixed-term and permanent exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has an Appeals Committee which is made up of between three and five members (this committee is constituted as needed). This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis.

He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Head Teacher keeps a record of any pupil 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.

Anti-bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil), and by being clear that we all follow school rules.

The prime responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.

a). Governors

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Head teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

b). Head Teacher and Senior Leadership Team

The Head teacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006 for:

- *“determining measures on the behaviour and discipline that form the school’s behaviour policy ---”*
- *“--- encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils”*

The Head teacher will ensure that:

- bullying behaviour is addressed in the school’s behaviour and discipline policy
- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.
- All incidents of bullying are logged.

c). Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and wellbeing in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the school's procedures
- Ensure pupils, and where appropriate parents / carers, are given regular feedback on the action been taken

d). Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents / carers to:

- Keep informed about and fully involved in any aspect of their child's behaviour.
- Contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying
- Contact the school if they know or suspect that their child is bullying another pupil
- Share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent / carer has concerns relating to bullying they should report them initially to the class teacher. The class teacher will liaise with the headteacher / senior teacher as appropriate.

Behaviour Policy – Kelsey Primary School

e). Pupils

Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- will support the Head teacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent (could suggest alternatives)
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Review

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 might be improved.

Policy Information:

Date adopted by the governing body:	July 2016
Policy Written by:	Magnus Smedley (Headteacher)
Policy Review Date:	July 2021

Signed:

Chair of governors: _____

Headteacher: _____