

ALDERMASTON C E PRIMARY SCHOOL

Motto: "Nothing ventured, nothing gained"

School Aims: "Through our Christian ethos and all our work at school we aim to develop people who are compassionate; show respect for others and for self; and who strive for their best."

Behaviour Policy 27/11/16 Incorporating Discipline, Anti-bullying and Exclusion

Date adopted by the governing body: January 2017

Date for full implementation: January 2017

Contact person: Headteacher

Status: Statutory

1. Roles and responsibilities

The Leadership and Management of Behaviour

It is the Governing Body's responsibility, under Section 88 of the Education and Inspections Act 2006, to put in place a "Statement of Behaviour Principles" (Appendix 1). It is the Headteacher's overall responsibility to lead approaches to behaviour by setting a policy (this document) based on the guidance provided in this statement, and ensure its implementation, with the particular support of the Deputy Headteacher and Leader of Inclusion. It is the responsibility of all staff to understand the content of this policy and ensure that practice reflects its content. All paid staff at the school have the statutory authority to discipline pupils whose behaviour is unacceptable (Section 90 and 91 of the Education and Inspections Act 2006). Parents have the responsibility to participate as equal partners in the promotion of good learning behaviours and the management of their children's behaviour during school related activities, as agreed in the home-school agreement.

2. Purpose

- 2.1. The purpose of this policy is to set out the measures to ensure good behaviour following the Statement of Behaviour Principles laid down by the governing body of Aldermaston CE Primary School (Appendix 1).
- 2.2. This policy supports the school's aims in providing an environment where children, staff and visitors feel safe in an environment of mutual respect, and where children are successful learners, confident individuals and responsible citizens through a positive approach to behaviour management.
- 2.3. It supports the Headteacher and the wider school to promote good behaviour, self discipline and respect; prevent bullying; ensure that pupils complete assigned work; and to regulate the conduct of pupils.
- 2.4. The policy also supports the school's commitment to inclusion and carrying out its legal duties in order that all members of the school community, including those with Special Educational Needs, are free from discrimination as defined by the Equality Act, 2010.
- 2.5. Our aim is that this policy and its implementation, through education, modelling and promotion, are translated into deeply held values that children take with them into adult life, understanding individuals' rights and responsibilities and the role of rules to support these.

3. Values and Principles

- 3.1. The Governing Body's Statement of Behaviour Principles (Appendix 1) express the strong belief that high standards of behaviour lie at the heart of a successful school and enables all pupils to make the best possible progress in all aspects of their school life and learning, and staff to be able to teach and promote good learning without undue interruption or harassment
- 3.2. In keeping with our Christian foundation and the living out of Christian values upon which the school is founded our relationships are characterised by compassion, forgiveness and mutual respect. Our approach to the management of behaviour reflects these values, and so each individual's rights to be safe, to work and learn, is respected, and every opportunity is given to make responsible autonomous choices.
- 3.3. We understand that children's needs are connected, and recognise the need to take a holistic view where family situations and emotional, behavioural and academic needs are considered together.
- 3.4. Following research and evidence of its sustainable impact, a positive approach to behaviour management is followed, making sure that good behaviour is taught, recognised and rewarded.
- 3.5. Whilst a positive approach to behaviour management is the fundamental approach, clear consequences/sanctions are also instrumental in ensuring good behaviour.
- 3.6. A consistent whole-school approach is necessary based on clearly defined expectations set down in the school rules which forms part of the Home-School agreement signed by pupils, parents and the school.
- 3.7. The school is committed to treating all members of its community fairly, and is aware of its legal duties under the Equality Act 2010 and in respect of pupils with Special Educational Needs.

4. Rights, Rules and Responsibilities

- 4.1. Children and staff in school have the right to feel safe and the right to work and to learn.
- 4.2. Every member of the school community shares the responsibility to ensure that these rights are protected.
- 4.3. Rules help us to carry out this responsibility and, in school as in life, are essential in order for a community to live together and ensure everyone is treated fairly. In Aldermaston CE Primary School expectations and rules are laid out in the "School Rules" (Appendix 2) and which are displayed in classrooms. In addition, class rules are set appropriate to each age and settings following discussions amongst the pupils and adults in each class.
- 4.4. Children are supported in understanding others' rights, and in taking responsibility for their own choices in keeping rules through education, role models and pastoral support.
- 4.5. Children have the responsibility to make good choices, supported by parents, school staff and the procedures outlined in this policy. Children will be given opportunities to consciously assess and improve their learning behaviours or skills across six key areas. ("Empowering Learners" Appendix 3)

5. Anti Bullying

- 5.1. As part of its commitment to each individual and safeguarding Aldermaston Primary School is committed to ensuring that all pupils are able to learn in a supportive, caring and safe environment without the fear of being bullied.
- 5.2. Definition of bullying: Bullying is persistent action taken by one or more people with the deliberate intention of hurting another, either physically or emotionally.
- 5.3. The school will make clear its approach to the prevention of and response to bullying through the publication of clear guidance to parents and the rest of school community (Anti-bullying leaflet, Appendix 4)
- 5.4. Children will learn what bullying is, and that it is wrong.
- 5.5. Children will have clear routes to report bullying: first to the class teacher, lunchtime controller, or teaching assistant, and, if necessary, to the Headteacher.
- 5.6. The school will ensure that:
 - Victims of bullying are listened to and receive support.
 - Incidences are followed up, monitored and logged in a Bullying Log
 - Perpetrators are given opportunities to change their behaviour in accordance with this behaviour policy, and receive appropriate consequences. It is understood that the reasons behind bullying are complex, and that perpetrators may also need appropriate support.
- 5.7. The school recognises the potential for mobile phones and other communication devices to be used to bully. To avoid this, pupils' mobile phones and similar equipment will not be permitted during school activities without the permission of senior school staff. In exceptional circumstances, if such

equipment is brought on site, staff may take and store it. Bringing such equipment to school is at the risk of the owner and should only be with the approval of the parent/guardian.

6. Strategies to promote positive behaviour

- 6.1. The school aims and the high expectations and rules that flow from them are regularly referred to by school leaders at all levels – particularly by the Headteacher and other senior staff in assemblies, and class teachers within the classroom, and are displayed around the school.
- 6.2. Parents, children and the Headteacher all sign a home school agreement that clearly sets out individual responsibilities and expectations for behaviour and attitude towards learning during school activities.
- 6.3. A clear visual system that shows the children clear boundaries and gives opportunities for improved choices and parental liaison (“Traffic Lights System” Appendix 7)
- 6.4. Respect for self and the promotion of self-discipline, and respect for the school is promoted through the consistent wearing of school uniform as a symbol of personal pride and pride in the school.
- 6.5. When reviewing behaviour, the child’s wider educational and other needs will be taken into consideration. In some cases this may require the drawing up of a Supporting Achievement Plan, and/or an Individual Behaviour Plan, with specific strategies and support for the child.
- 6.6. Good classroom management, which provides learning opportunities that are meaningful with a suitable level of challenge and support for all children, in a well-organised environment that promotes self-esteem and feelings of security both emotionally and physically, will be put into place.
- 6.7. The teaching, through PHSE lessons, circle times, assemblies/collective acts of worship, etc., of an understanding of appropriate and inappropriate behaviour and the consequences of each.
- 6.8. The explicit teaching of effective learning behaviours or skills, including regular opportunities for children’s self-assessment and development using appropriate structures and materials (“Empowering Learners”: Appendix 3)
- 6.9. The encouragement of strong parental, carer and community support for learning and positive behaviour, including the regular reference to the home-school agreement document.
- 6.10. Consistent and fair use of incentives and rewards for good behaviour, and application of sanctions where necessary – see section 7.
- 6.11. Reconciliation – we promote reconciliation where there has been conflict. We encourage children to think through their actions and, having acknowledged their mistakes, are given the opportunity to say sorry and start afresh.
- 6.12. Providing positive role models amongst the school community, and studying positive role models through the curriculum and assemblies/collective acts of worship
- 6.13. Encouraging children and parents to discuss incidents which worry or threaten.
- 6.14. Staff training to support good classroom management and positive behaviour management, including a close working relationship with external agencies e.g. Educational Psychology Service, Emotional Health Academy, Behaviour Intervention Service, Pupil referral Unit .
- 6.15. Working alongside other settings (pre-school, secondary, other primaries) to ensure the effective transfer of information about pupils who are transferring.

7. Rewards and sanctions/consequences

- 7.1. The school employs a wide range of rewards to recognise, and give incentives for good behaviour. These contribute to an atmosphere of warm and friendly acceptance and effective learning, and are shared with other agencies e.g. before/after school club and school transport providers to provide the consistent that good behaviour reaps positive rewards.
- 7.2. It is acknowledged that rewards and other extrinsic motivation, although valuable and effective, are not a long term substitute for self-motivation to behave well, and this intrinsic capacity to be self-disciplined is grown through the positive behaviour management strategies as above.
- 7.3. The range of rewards are given at Appendix 5
- 7.4. Whilst the school encourages good behaviour through positive behaviour management, a clear set of sanctions/consequences are available to address poor behaviour. A clear, stepped set of consequences can be found at Appendix 6 to understand when each should be implemented.
- 7.5. Any sanctions will be put into place by a paid member of staff or a member of staff or adult volunteer authorised by the Headteacher, and while the pupil is on school premises or under the charge of the member of staff/volunteer.
- 7.6. Any sanctions must be proportionate and reasonable, and a consistent approach will be balanced with the effectiveness of such approach and the needs of the child according to their age and any special educational needs, disability or religious requirements, and with reference to any Individual Behaviour Plan that is in place in these circumstances. (section 91, Education and Inspections Act

8. Beyond the school gates

The response to behaviour outlined in this policy extends to that which occurs off the school premises and which is witnessed by a staff member or reported to the school. The school will take disciplinary action according to with a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- is identifiable as a pupil at the school.

Or when the behaviour:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

9. Further measures, including exclusion

9.1. Rarely, there are some children for whom the school's internal behaviour management strategies may be insufficient, particularly when children's wider needs (educational and otherwise) remain unmet.

For these children further measures are taken at an appropriate time, including:

- 9.2. Consultation between school and parents/carers to discuss and plan shared strategies to ensure positive behaviour: this may form part of an official Parenting Contract.
- 9.3. Inclusion on Special Needs Register if the behaviour is indicative of an underlying special educational need.

Provision of an Individual Behaviour Plan (IBP), and/or Pastoral Support Programme (PSP) or Personal Education Plan (PEP. Provision of a

9.4. Provision of Emotional Literacy Support, Pastoral Care and/or Family Support

9.5. Involvement of other agencies including West Berkshire Behaviour Intervention Team, Educational Psychologist, Child and Adolescent Mental Health Service, Educational Welfare Officer, Emotional Health Academy as appropriate

9.6. Provision of a separate space in which, for a limited period, children can learn away from other pupils when this will enable individuals and groups to learn more effectively. Safeguarding considerations for individuals and groups will be taken into account, both when the decision is being taken and during the time that the individual is separated from their peers.

9.7. A risk assessment for the child's time at school

9.8. Application for support from, or a placement at a Pupil Referral Unit, or education from another off-site provider

9.9. Internal exclusion from classroom activities (the school remains responsible for the child).

9.10. Temporary exclusion from school for a short period at lunchtimes or for part or full days (a Fixed Term Exclusion), or, in extreme cases, Permanent Exclusion (the parent/guardian is responsible for the child during these times). These measure will be taken as a last resort, and, in all but the most extreme of cases, after all other avenues for remediation have been explored, and in response to a serious breach, or persistent breaches, of this policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Exclusion guidance will be followed. Unofficial exclusions will not be put in place.

9.11. In the case of malicious accusations against school staff, the school will follow the guidance provided by the Local Authority.

9.12. Use of the school's legal powers to search for and/or confiscate items that may compromise others' safety, well-being, or right to learn.

9.13. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place.

9.14. The system of rewards and sanctions/consequences will be monitored for their proper use through observation, particularly of learning behaviours in lessons, a behaviour log and regular reporting to the full governing body.

10. Physical Intervention

10.1. Physical Intervention is not standard procedure except for those members of staff who are trained in its use in particular circumstances. As such, it should only be used as a very last resort, and used reasonably when one or more of the following criteria are met:

-When otherwise an individual would commit an offence, injure themselves or others, or damage property, or to maintain good order and discipline in the classroom and according to the guidance in "Use of Reasonable Force – advice for school leaders, staff and governing bodies, July 2013"

10.2. The school retains the right to search pupils if deemed necessary.

11. Appendices

[Appendix 1: Statement of Behaviour Principles: Aldermaston CE Primary School Governing Body, July 2014](#)

[Appendix 2: Home-School Agreement incorporating School Rules](#)

[Appendix 3: Empowering Learners: an overview for parents](#)

[Appendix 4: Anti-bullying: a guide for parents](#)

[Appendix 5: Positive Behaviour Management and Rewards](#)

[Appendix 6: Consequences For, and Dealing With Negative Behaviour](#)

[Appendix 7: Traffic Lights System](#)

Who/what was consulted?

Statement of Behaviour Principles, Aldermaston CE Primary School, July 2014
Staff, Governors, Pupils (represented by the School Council), Parents.

[Behaviour and Discipline in Schools- a guide for Headteachers and Schools Staff](#)

[Exclusion from maintained schools, Academies and pupil referral units in England](#)

[Use of Reasonable Force – advice for school leaders, staff and governing bodies](#)

Relationships to other policies

This document should be read in conjunction with the school's Equality Policy, SEN policy, Early Years Foundation Policy, and the document "Approach to Learning and Teaching".

Monitoring and evaluating effectiveness of policy

(Evidence of success and who will inform governing body)

The Headteacher will report on behaviour to the full governing body in a written report to governors three times a year, and will respond to queries about that report. In addition, the Headteacher will inform the governing body, through its chair, of behaviour issues that raise concern, including, but not limited to, multiple repeat offenders, violent or abusive behaviour, detrimental impact on staff or on pupils' well-being or learning, or concerns over parental involvement/support.

This policy is shared with parents, staff and pupils yearly and is available at all times through the school website (School Information (England) Regulations 2008). Parents are consulted as a matter of course when the policy is reviewed.

Review date: Biannually

