

Shaw Ridge Behaviour Policy

1 Aims and objectives

- 1.1 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.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 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.
- 1.6 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 behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers give children house points.
 - Teachers give out well done stickers.
 - Each week, we nominate children from each class for celebration assembly.
 - Each person celebrated in assembly is awarded a head teachers sticker and/or certificate
 - Celebrations are recorded in the celebration book kept on display in the library and acknowledged through a text or Dojo message sent to the parents/carers
 - We distribute 'well done's' to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - We celebrate 'golden moments' of good behaviour, kindness and good work by sending the child to a buddy class or member of the SLT for praise.
 - KS2 use a class based electronic reward system (Class Dojo) for responding rapidly to pupils demonstrating positive learning behaviours.

- Early years and key stage 1 use a system of moving children's names on pegs upwards, for example on a caterpillar or superhero board, in order to reward positive behaviour.
- Key stages 1 and 2 reward good work and positive behaviour by awarding housepoints .
- Classes may also incorporate their own mini reward systems such as stickers, raffle tickets etc.
- Parents of children in Early Years, Key Stage 1 and Key Stage 2 will be communicated with via Classroom Dojo to share positive work when they have been named in the Gold book.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school through assemblies and displays.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We have an agreed consequence staircase which outlines a graded response to misbehaviours (see appendix 1)

- 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 redo a task.
- If a child is disruptive in class, the teacher employs a range of strategies to reprimand and re-engage the pupil. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. It may be necessary for a member of SLT to remove the child from the class when it is felt that the child's disruptive behaviour constitutes a risk to others or makes learning for the rest of the class impossible. We have a designated nurture room that provides a base for pupils to calm down.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is reprimanded. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- We understand that children can communicate an unmet need through their behaviour; either challenging and disruptive or quiet and withdrawn. In accordance with the Equalities Act (2010), we will make reasonable adjustments where the behaviour is as a direct result of a disability or special educational need, or as a result of adverse childhood experiences (ACE) or trauma.

- 2.4 The class teacher discusses the school rules and values with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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 discusses these with the whole class during circle time. We actively teach the skills associated with good behaviour throughout PSHE and nurture programmes.
- 2.5 The school does not tolerate peer on peer abuse such as bullying, sexual violence or sexual harassment, physical abuse, initiation or hazing type violence and rituals. If we discover that an act of peer on peer abuse has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.
- 2.6 The anti bullying interest group and the school council provide other opportunities to discuss issues such as behaviour and involve all stakeholders in challenging inappropriate behaviour.
- 2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Use of Reasonable Force guidance (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. The actions that we take are in line with government guidelines on the restraint of children. (See separate physical restraint policy)
- 2.8 We liaise with outside agencies where appropriate to support behaviour issues and challenge non-conformance to school rules. Such agencies include the SEMH team and TAMhs.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 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.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes 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 colleagues including the head teacher and/or SENDCO where necessary.
- 3.5 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 child's nominated social worker or the SEMH Team as appropriate.

- 3.6 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.

4 The role of the headteacher

- 4.1 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.
- 4.2 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.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 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. These actions are taken only after the school governors have been notified and, in most cases, a series of interventions have been undertaken.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.
- 5.3 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.
- 5.4 If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school. 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 Head teacher. Beyond that they are encouraged to raise their concerns with the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of Governors

- 6.1 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 adhering to these guidelines.
- 6.2 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.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, **Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2017)**. We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 7.2 Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the head teacher excludes a child, they inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 7.4 The head teacher informs the Local Authority and the governing body about any permanent and fixed-term exclusions.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 The governing body has a discipline committee that consists of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they review the circumstances under which the child was excluded, consider any representation by parents/carers and the Local Authority, and decides whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

8 Drug and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be sanctioned by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be sanctioned by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. Where necessary, these are recorded on an incident form including details of how the incident has been resolved. Incident forms are stored centrally and reviewed regularly to identify patterns and inform strategic decisions
- 9.3 The head teacher keeps a record of any child 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 fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every two 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.

Date: Full Governing Board 14 September 2021

Review Date: Full Governing Board Autumn 2023 (unless an earlier review is required)