



STOWER PROVOST COMMUNITY SCHOOL

BEHAVIOUR POLICY

Ownership	HT
Created	Autumn 2015
Approved by Governors	29/06/17
Updated (if Apt)	April 2020
For Review	01/06/23

OVERVIEW

1. Positive behaviour in a school is the essential foundation for an effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. Our behaviour policy is based on shared values which are applied consistently and are the responsibility of the whole school community. This is built on mutual trust and respect.
2. In March 2019 OFSTED reported that 'General behaviour and attitudes to learning are a strength of the school. Personal development, behaviour and welfare was judged to be good.

PRINCIPLES

3. We recognise the importance of good behaviour:
 - for the health and safety of everyone.
 - for the maintenance and development of our positive ethos.
 - for maximum progress and success of all pupils.
 - for the maintenance of an effective learning environment.
4. A whole school approach is adopted by all staff, pupils and parents and enforced by the teaching of PSHE through the 'Jigsaw' scheme.
5. We are a school where pupils are rewarded for effort, courtesy and achievements.
6. All staff offer a model of positive behaviour and have high expectations of all pupils.
7. We provide a rich and stimulating curriculum to ensure that pupils are motivated and engaged.
8. We provide pleasant, safe and well-ordered classrooms and outdoor learning areas that are conducive to good behaviour.
9. We aim to pre-empt problems through conscientious supervision of pupils by all staff and at all times.

10. There is a clear system of rewards and sanctions linked to work, effort and personal conduct (see Appendix 1). The focus is on positive behaviour strategies, praising and encouraging and celebrating success, rather than merely deterring anti-social behaviour.

11. We recognise the importance of engaging pupils in the development of policy. Children are involved in agreeing expectations of behaviour and classroom rules. Also the school council is a forum for pupils' views on behaviour in school.

12. We are committed to a positive partnership with parents by involving them at an early stage if there are problems or concerns about behaviour.

13. Bullying is not tolerated in school (see Anti-Bullying policy).

14. Children are not allowed to bring dangerous items to school, e.g. replica weapons, penknives, alcohol, tobacco, drugs, solvent based materials, cigarette lighters, matches and aerosols, or any other item deemed inappropriate for use in school.

15. We recognise that unacceptable behaviour may be linked to Special Educational needs and / or emotional difficulties. In such cases we will liaise closely with parents / carers and take expert advice from external agencies and health professionals.

REWARDS AND SANCTIONS

16. Rewards:

16.1 Star Chart:

- 4 stamps / smiley faces / stickers for 1 star
- 10 stars for a bronze certificate.
- 20 stars for a silver certificate.
- 30 stars for a gold certificate.
- 40 stars for a platinum certificate and a voucher awarded in Leavers assembly.
- Names for certificates are announced in the next newsletter and the website.
- Badges awarded for bronze, silver and gold, exchanged for next level. Pendant to be displayed around school to mark the achievement.

16.2 Star of the Week:

- These awards are linked to the assembly theme.
- Praise for those children in the Friday celebration assembly and a special certificate.

16.3 Pupil of the Week:

- Certificate given to the child for work in class.
- Picture put on pupil of the week chart.
- Name written on the roll of honour.
- Star given to put on the star chart.
- Reception and KS1 to take home a trophy and the class cuddly toy.
- KS2 to take home the class trophy for the week.

16.4 House Points:

- The focus for house points is good behaviour / politeness / lining up sensibly / good manners etc.
- Total house points are announced in assembly on Friday and the winning house has a treat at the end of half term. There is a separate sports cup for Sports Day, which is an inter house competition.

16.5 Attendance:

- **Class of the week** for best attendance and an attendance cup awarded.
- **Individually:**
 - 100% attendance for the term – certificate
 - 100% attendance for the year – certificate and badge

16.6 Other Rewards:

- Verbal praise
- Show work and achievements from outside of school in celebration assembly.
- Stickers, especially for the younger children.
- Send to other classes / teachers to show work.
- Send to the Headteacher with good work- Postcard sent to family.
- Lunchtime awards from M.D.S.As.
- Work displayed on WOW boards

17. Sanctions:

17.1 Problems Dealt with by the Class Teacher:

- Moved within the classroom / isolated.
- Verbal warning followed by-
- Orange card (miss 5 minutes of playtime). This is morning play, or 5 minutes of lunchtime (This time can be earned back within the session). If orange card given in the afternoon KS2 to carry over to next day's playtime, KS1 to have time out in class, followed by-
- Red card – miss all of playtime – sent to designated room (rota)
- Red note sent home to inform parents of missed playtime and reason
- Note to parents for orange card persistent offenders.
- Time out (during playtime)
- Red note sent home at the second offence for not doing homework / not having homework diary /not having homework diary signed Yr5/6/ not having PE kit / uniform /wearing nail varnish and other issues as appropriate.

17.2 Possible Strategies and Procedures to deal with Disruptive Behaviour:

- Placed in another class for a period of time.
- Child to be sent to the Headteacher.
- Notice of Concern form to be completed by the teaching staff and copy to be kept by teacher and Headteacher.
- Note in homework diary re. homework diary / PE kit etc
- Strategies shared with all staff (PSP)
- Teacher or Headteacher or both to meet with parents / carers.
- Visit to the Head Teacher

17.3 More Serious Problems:

- Regular meetings between home and school; this may include teacher, Headteacher, SENDCO or County, depending on the needs of situation.
- Records kept of the child's behaviour – notice of concern forms.

- Weekly target cards may be used.
- Expert advice is sought e.g. Behaviour Support Team / Educational Psychologist and strategies implemented in the light of their reports.
- Parents / carers may be required to take child off school premises at lunchtimes.
- Pupils may be excluded for a fixed period or permanently.

GOOD PRACTICE FOR BEHAVIOUR IN AND AROUND SCHOOL

18. Guidelines:

- Children should not be in school before school or during breaks and lunchtimes unless it is wet. 'Wet breaks' will be for the whole school in the Classrooms
- Children who arrive before 8.40 a.m. (on the bus) must go to the Hall to Breakfast Club until sent out at 8.40 a.m.
- All teachers should be available from 8.40 a.m. unless they are on duty.
- Teachers and pupils should be ready to begin lessons at 9.00 a.m, 11.15 a.m. and 1.15 p.m.
- When the whistle is blown in the playground all pupils should walk to the netball court to line up in year groups. (If not warning card given).
- Pupils should walk into school when instructed to do so by the adults on duty.
- Inside school, pupils should walk at all times and speak with 'inside voices'.
- If there is poor behaviour in the corridor, staff may give a warning / orange card and will inform the class teacher.
- No food should be eaten in school except for lunch in the Hall or fruit snacks in the classrooms. All water bottles to be kept in classrooms.
- Children must walk calmly and quietly and keeping to the left in the corridors.
- On entering the Hall for assembly, pupils should walk in silently and sit down. Leaving the Hall should also be done in silence.
- Pupils should be encouraged to keep the cloakroom areas tidy and pick up any property on the floor. Each class should have cloakroom monitors.
- Pupils are expected to look smart at all times. School shoes must be worn (not trainers), shirts must be tucked in and jumpers worn properly and not tied around the waist, hair tied back and no jewellery or nail varnish.
- Pupils are expected to be polite and helpful to all visitors, holding open doors for adults etc.

19. It is vital that all adults reinforce the above guidelines – a whole school approach means consistency and will result in high standards of behaviour.

We try to catch the positive behaviour and praise this, to reinforce expectations.

MONITORING AND REVIEW

20. The Headteacher monitors the effectiveness of this Policy on a regular basis. S/he also reports to the Governing Board on the effectiveness of the Policy and, if necessary, makes recommendations for further improvements.

21. The school keeps a variety of records concerning incidents of misbehaviour. The Class Teacher records minor classroom incidents on MyConcern. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

22. We also keep a record of any incidents that occur at break or lunchtimes: Lunchtime Supervisors give written details of any incident on a record of concern.

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

24. 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. The Governing Board 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.

25. The Governing Board 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 Board receives recommendations on how the Policy might be improved.

APPENDIX 1

ROLES WITHIN SCHOOL

1. The Role of the Class Teacher and Teaching Staff:

- 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.
- 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.
- The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves constantly 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 talks with the SENDCO who liaises with external agencies, as necessary, to support and guide the progress of each child. This may be, for example, discussing the needs of a child with the education social worker or LA behaviour support service.
- 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.

2. 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 the 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 their implementation of the policy.

- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher 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 Headteacher may permanently exclude a child. **These actions are taken only after the School Governors have been notified.**

3. **The role of parents:**

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We share the school Behaviour Policy on the school website, and we expect parents to read and support it. It is also shared as part of the induction process to school.
- We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school.
- If parents 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 then the School Governors.
- If these discussions cannot resolve the problem, the complaints procedure should be followed.

4. **The role of the 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 adhering to these guidelines.
- 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.

5. **Fixed-term and Permanent Exclusions:**

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- The School follows DFE guidelines for restraining and excluding pupils.
- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school.
- The Headteacher 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 Headteacher may exclude a child permanently.
- It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Please see guidelines on exclusion time and incident.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion.
- At the same time, the Headteacher 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 Headteacher 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 child or extend the exclusion period made by the Headteacher.
6. **Guide to Fixed Term Exclusions:** to be taken into consideration with any child who is being observed due to behaviour issues.
7. **Exclusion time and incident:**
- Hurting several children – up to 12 days
 - Hurting a child causing bruising/cutting – up to 5 days
 - Hurting a child - up to 2 days
 - Taking objects not belonging to you/defacing other people's property - up to 1 day.