

# Roche Community Primary School

## Behaviour Policy

### Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the child's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the child's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviours based on differences in home, values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. These principles are embodied into the school rules:

- Show good manners at all times
- Follow instructions with thought and care
- Care for everyone and everything

### School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum.
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole.

## **Rewards**

Our emphasis is on rewards to reinforce and acknowledge good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Rewards may also be used as a motivational strategy to encourage positive attitudes, develop self confidence and self esteem, encourage friendships and as a strategy in response to aspects of a child's special educational needs.

Within our school, we have a range of rewards:

- Class dojo points
- Golden tickets
- Certificates
- Special 'Golden time'
- Head Teacher awards
- Achievement cups

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of sanctions should be consistent across the school in response to unacceptable behaviour. However, in certain circumstances sanctions need to be tailored to the individual child and situation. Sanctions then need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.

Members of staff may apply a single or range of sanctions when dealing with unacceptable behaviour:

- One to one admonishment
- Removal from the group (in class)
- Withdrawal from a particular lesson or peer group
- Withdrawal of access to the school IT system (if the pupil misuses it by, for example, accessing an inappropriate website)
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum
- Withdrawal of break or lunchtime privileges
- Carrying out a useful task in the school
- A requirement for a written apology
- A regular report to be given to the head teacher
- A variety of forms of detention
- A letter or phone call to a parent
- A fixed term suspension – Head teacher or Deputy in his absence to authorise only
- Permanent exclusion – Head teacher or Deputy in his absence to authorise only

## **Serious or repeated misbehaviour**

At playtime serious acts such as swearing or fighting will be investigated by the removal of the child/ children from the playground to determine the cause and as a result the necessary punishment. Such incidents will be logged and brought to the attention of the class teacher, the deputy or the head teacher.

With repeated poor behaviour the class teacher will discuss the matter with parents and TA's to arrange a plan for improvement. This will include consultation with the parent/guardian to affect a joint approach to exploring and dealing with the problem. Assistance from outside agencies will be called upon if necessary. This will usually lead to a more detailed behaviour plan, which will identify the agreed sanctions. Usually a home/school book will be used to provide daily reports on the child to ensure parents are kept informed and praise good behaviour and punish poor behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Head teacher.

### **The use of reasonable force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

'Reasonable' in these circumstances means 'using no more force than is needed.'

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

### **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom will be considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal will be distinguished from the use of the sensory or nurture room for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

### **Behaviour outside of school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, school will apply its agreed sanctions and actions as described in this policy.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

Sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned.

School will challenge all inappropriate language and behaviour between pupils.

Sexually abusive language or behaviour will not be regarded as 'banter', an inevitable fact of life or an expected part of growing up.

Pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Policy adopted by the Governor's	September 2022
Signed by Chair of School development and planning committee	
Signed by Chair of Governors	
Review date	September 2024 or in light of changes in legislation