



## **All Saints' Church of England Primary School**

### **Positive Behaviour Policy**

#### **Mission Statement**

***All Saints' is a welcoming school community which aims to engage the full potential of all its pupils. Within a framework of Christian teaching, the values of love, truthfulness and forgiveness underpin all that we do at All Saints'. Our aim is to develop confident, capable and caring children.***

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## **Positive Behaviour Policy**

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*.

The school has a number of school rules, but the primary 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 and helpful way towards others. This policy is designed to promote the school values of truth, forgiveness and love.

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

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. We celebrate good behaviour, rather than merely deter anti-social behaviour.

### **Rewards and Sanctions**

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

- teachers congratulate children
- teachers give children bottle tops;
- We give star certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. All classes have an opportunity to take part in an achievement star assembly.
- Good work is taken to show the Headteacher or other adults in the school community.
- Class teachers give daily rewards in recognition of good behaviour and effort that day. These may take the form of stickers, small prizes, raffle tickets or certificates.
  
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to share their achievements out of school during circle-time. We have a 'Participation Plus' award for pupils who represent our school at out-of

–hours events such as sporting tournaments, Arts events or church celebrations.

The school employs a number of sanctions to ensure a safe and 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 at times, 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's behaviour in a lesson falls short of the agreed expectations then their name may be written on the board as a reminder that their behaviour needs to improve. If their behaviour significantly improves the name may be removed. Continued poor behaviour will result in a cross being put next to the name and this indicates that the child will miss their play time.
- Pupils who misbehave may miss playtimes and are asked to reflect upon their inappropriate behaviour. These occasions will be supervised by a member of the senior management team.
- Senior leaders monitor the frequency of behaviour related incidents, on a weekly basis and may contact parents where a child is continuing to behave inappropriately.
- If a child threatens or hurts another pupil, the child is always sent to a member of the senior management team. In extreme cases the pupil will be taken to see the Deputy Headteacher or in some cases the Headteacher.
- For some incidents of poor behaviour a letter may be sent home to parents. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the schools expectations of good behaviour with each class. In addition to this each class draws up their own classroom code, which is agreed by the children and displayed on the wall of the classroom. (Investors in Pupils) 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 at an appropriate time or during 'circle time'. (Refer to Anti Bullying Policy).

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Refer to the Anti Bullying Policy).

The school operates the Playground buddy scheme and the website 'Bully Busters' to promote anti Bullying. Our governor for responsibility for monitoring the anti bullying policy, strategies used in school and incidents of bullying behaviour is **Miss Sally Wright**.

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*. 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 positive handling policy)

### **The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time and refers to the school's expectations of good behaviour and the children's own agreement.

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.

The class teacher liaises with external agencies and appropriate other staff, 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 CAF Co-ordinator or LEA 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.

### **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 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 the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for issuing 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. Both these actions are only taken after the school governors have been notified.

### **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 explain the schools good behaviour expectations and sanctions in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate 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. At times a school behaviour letter may be sent home to parents.

If the school has to use reasonable sanctions towards 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 contact the senior teachers, then the headteacher followed by the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

We expect parents to discuss issues concerning the behaviour of their children in a calm and respectful manner.

At times staff may wish to discuss the behaviour of the child without the child present and we would ask the parents to support us with this.

### **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 headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the schools positive behaviour policy, 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.

### **Fixed-Term and Permanent Exclusions**

Only the headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light a fixed period exclusion may be extended or converted to a permanent exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

A decision to exclude a pupil permanently will only be taken if it is;

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

If the headteacher excludes a pupil, she 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 pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an 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.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **Monitoring**

The headteacher 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.

The school keeps a record of incidents of misbehaviour.

The headteacher 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.

### **Review**

The governing body aims to review 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.