

Behaviour policy

All Saints Primary, Laxfield and Stradbroke CE Primary School



Approved by: [Full Governing Body]

Date: [December 2020]

Last reviewed on: [October 2018]

Next review due by: [October 2022]

Contents

1. Introduction	2
2. Aims.....	2
3. Legislation and statutory requirements.....	3
4. Roles and responsibilities	4
5 Consequences	6
5.1 Rewards.....	6
5.2 Sanctions	6
5.3 Off-site behaviour	6
5.4 Malicious allegations	6
8. Behaviour management	7
9. Pupil transition	9
10. Training.....	9
11. Monitoring arrangements	9
12. Links with other policies	9
Appendix 1	10
Appendix 2.....	11
Appendix 3: staff training log.....	13
Appendix 4: behaviour log.....	14

1. Introduction

Our schools are a community of pupils, teachers, teaching assistants, lunchtime staff, governors, parents and other adults. A community works best where there is mutual respect between all members and an agreed code of conduct within which all activities take place. It is our aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built upon mutual trust and respect for all. This behaviour and discipline policy is designed to support the way in which all members of the school live and work together.

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Stradbroke CE Primary School's Aims

We

EXPECT THE BEST

We aim to provide a safe, happy and stimulating environment, where everyone is motivated to develop and grow, working hard to reach their own full potential.

At the heart of our caring community, we aim to promote a positive Christian ethos, where everyone feels valued and has the right to respect and understanding whatever their needs.

As a result of our broad, balanced and enriched curriculum, we aim to develop self-esteem, increase confidence and provide children with the independence they need to find their place in the wider world to which they belong.

We aim to celebrate and share achievements of all members of our school, working together to

EXPECT THE BEST

All Saints Primary, Laxfield's Aims

To offer teaching and learning through a broad and balanced curriculum, in which the knowledge, skills and understanding gained can be used now and developed, as the pupils grow older.

To offer a personalised curriculum, encouraging thinking skills, problem solving, resilience and adaptability.

To encourage the development of moral and religious values on which children may base a personal code of behaviour.

To provide a supportive and caring atmosphere in which high expectations allow children to achieve their best.

To respect different cultures, religions, opinions and lifestyles.

To help the children to develop effective and fulfilling relationships with each other and other people.

To encourage the children to develop an aesthetic sensitivity.

To encourage children to take pride in their surroundings and to be responsible for caring for the environment.

To establish an environment within which pupils, teaching and non-teaching staff, governors, advisors, parents, carers, the community and the church can work together for the successful achievement of these aims.

Values for Life

Both schools in the collaboration are Church schools and share a belief in reinforcing positive behaviour. Our schools follow a three year rolling programme of Christian Values for Life. Each half term a value is concentrated upon in collective worship such as "trust", "hope", "generosity", and each week, we reward children who are seen to demonstrate this value. We believe in modelling good behaviour and developing our pupils' awareness of their rights and responsibilities.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

4.2 The Headteacher and Head of School

The Headteacher and Head of School are responsible for:

- Reviewing and approving this behaviour policy.
- Implementing the school behaviour and discipline policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- Ensuring the health, safety and welfare of all children in the school.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Recording all reported serious incidents of misbehaviour.
- Giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, permanent exclusion may be applied. These actions are reported to the Governing Body.

4.3 Staff

Staff have the right to:

- Be treated with respect by all members of the school community.
- Work in a happy and safe environment.

Staff are responsible for:

- Implementing the behaviour policy consistently and treating each child fairly.
- Modelling positive behaviour.
- Promoting pupils' self-esteem through their interactions with them.
- Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Building a supportive dialogue between home and school, and informing parents immediately if there are concerns about their child's welfare or behaviour.
- Recording behaviour incidents (see appendix 3 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Children

Children have the right to:

- Work and learn in a happy and safe environment.
- Speak and be listened to.
- Be treated fairly and with respect.
- Have their belongings treated with respect.

Children have the responsibility to:

- Be involved with setting the new Class Rules each year.
- Behave in a positive way, not showing any bullying behaviour (information about how our schools deal with bullying can be found in our Anti-Bullying policy).
- Agree to follow the rules made.
- Allow others to work and learn.
- Look after the school environment.
- Show respect to members of staff and each other.
- Respect other people's belongings.
- Only use appropriate language.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

4.5 Parents

Parents have the right to:

- Be listened to by school staff
- Be respected by all members of the school community
- Be told about any concerns with regard to their child's behaviour promptly and appropriately

Parents are expected to:

- Support their child in adhering to the class and school rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work with the school, so that their child receives a consistent message about how to behave at school and at home.
- Read and support the home-school agreement including internet acceptable use policies.
- Read and support the school behaviour policy.
- Support the actions of the school where it has had to use reasonable sanctions to uphold behaviour and discipline. 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 head teacher. If these discussions do not resolve the matter informally, parents may use the school's formal complaints procedure.

5 Consequences

5.1 Rewards

The intention of this policy is to encourage pupils to exhibit good behaviour. This is reinforced through a system of praise and reward for all children. We praise and reward children for good behaviour in the following ways:

- Staff praise and congratulate children.
- Staff give stickers, certificates, stamps.
- Staff give house points. There are four houses in each school. Whilst each child receives awarded points individually they count towards the team and the team with the most points will be rewarded.
- Staff send pupils to the Headteacher/ Head of School for praise of good work/ behaviour/ progress.
- Children are nominated to receive a certificate in a weekly Celebration Assembly held on a Friday and attended by all staff. This assembly also acknowledges all the efforts and achievements of children out of school.
- Individual teachers will decide upon class-based rewards as appropriate to age and circumstance.

5.2 Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- A child missing minutes from their break or lunchtime (to a maximum of 5 minutes at any one time).
- Expecting work to be completed at break or lunchtime.
- Referring the pupil to a senior member of staff.
- Letters or phone calls home to parents.
- Agreeing a behaviour contract.
- Fixed-term or permanent exclusions (these can only be actioned by the Executive Headteacher or Head of School).

5.3 Off-site behaviour

The law allows teachers the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Subject to this behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing school uniform.
- in some other way identifiable as a pupil at the school.
- misbehaving at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school.
 - poses a threat to another pupil or member of the public.
 - could adversely affect the reputation of the school.

5.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Discuss and create a set of class rules at the start of each year. They will be decided upon, agreed, displayed and referred to regularly throughout the school year.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.3 Fixed Term and Permanent Exclusions

- Only the Executive Headteacher and Head of School have the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the EHT/ HOS excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the EHT/ HOS 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 head teacher informs the Trust 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 Executive 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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and any support services, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

Fixed term exclusions

Serious breaches of behaviour and discipline such as acts of **physical assault, verbal abuse, stealing, deliberate severe damage to property and absconding from school premises** will result in a fixed-term exclusion (Appendix 1) which may lead to permanent exclusion (Appendix 2). All aspects of the case will be taken into account before this step is taken.

Permanent exclusions

Permanent exclusions are the final course of action when all other steps have been taken yet the behaviour of the pupil continues to disrupt the learning and safety of others. However, there may be some instances where a permanent exclusion may be the most appropriate action.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Training on proper use of restraint is given as required.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

The Executive Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. This is done through discussion at weekly staff meetings and by regular discussion with all staff members. The Executive Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded on their SEN files. 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.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy (from Suffolk County Council)
- Safeguarding policy
- Anti-bullying policy

Appendix 1

Letter to parents re: fixed term exclusion

Dear ,

I am writing to inform you of my decision to exclude **CHILD'S NAME** for a fixed period of **AMOUNT OF DAYS**. This means that he will not be allowed in school until Thursday. The exclusion began on **DATE** and will last until **DATE**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **NAME** has not been taken lightly. **NAME** has been excluded for this fixed period because **REASON**.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact Mr Tim Mawson at All Saints Primary, Laxfield as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You also have the right to see a copy of **NAME** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **NAME** school record.

You may wish to contact SEND Family Services team who can provide advice. Their contact details are below:

Bury St Edmunds and Central Suffolk Family Services based at West Suffolk House, BSE(email SENDWS@suffolk.gov.uk)		
Assistant Co-ordinator	Paul Nicholls	01284 758583
Assistant Co-ordinator	Joanna Gibbs	01284 741254
Co-ordinator	Kelly Martin	01284 741318
Co-ordinator	Tracey Moulton	01284 758720
Co-ordinator	Mary Marks	01284 758785
Lead Co-ordinator	Germaine Stogdon	01284 758722
Family Services Manager	Jan Rawlings	01473 265194

You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk .

NAME exclusion expires on **DATE**.

Yours Sincerely,

Mrs. Melanie Barrow
Executive Headteacher

Appendix 2

Letter to Parents: Permanent exclusion

Dear Parent,

I regret to inform you of my decision to permanent exclude **PUPILS NAME** because of **REASON**. **PUPIL NAME** is permanently excluded with effect from **DATE**. This means that **PUPIL NAME** will not be allowed in this school unless **HE/SHE** is reinstated by the governing body or by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **PUPIL NAME** has not been taken lightly. **PUPIL NAME** has been excluded because of **REASON**.

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, i.e. on **DATES** until **DATES** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **PUPIL NAME** education to continue will be made. For the first five school days of the exclusion we have set work for **PUPIL NAME** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from **DATE** the local authority Suffolk County Council will provide suitable full-time education.]

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an Independent Appeal Panel. The latest date by which the governing body must meet is **DATE**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact **INSERT CHAIR OF GOVs DETAILS**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **CHAIR OF GOVs** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body.

You have the right to see a copy of **PUPIL NAME** school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of **PUPIL NAME** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact SEND Family Services team who can provide advice. Their contact details are below:

Bury St Edmunds and Central Suffolk Family Services based at West Suffolk House, BSE(email SENDWS@suffolk.gov.uk)		
Assistant Co-ordinator	Paul Nicholls	01284 758583
Assistant Co-ordinator	Joanna Gibbs	01284 741254
Co-ordinator	Kelly Martin	01284 741318
Co-ordinator	Tracey Moulton	01284 758720
Co-ordinator	Mary Marks	01284 758785
Lead Co-ordinator	Germaine Stogdon	01284 758722
Family Services Manager	Jan Rawlings	01473 265194

You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk .

Yours sincerely

Mrs M. Barrow
Executive Headteacher

Appendix 4: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	