

Behaviour Management Policy **Building Relationships and an Emotionally Healthy School**

As a school, we are committed to fostering the academic, social and emotional development of all children. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The purpose of this policy is to provide a whole school framework for positive relationships and behaviour. We aim that every member of the school community feels valued and respected, and that each person is treated fairly and equally. We are a caring community and the school's behaviour policy is designed to promote the way in which all members of the school can live, learn and work together in a friendly, safe and supportive school environment. It aims to help children to become positive, responsible and independent members of the community.

The staff have agreed the best practice for promoting a positive approach to behaviour. Our approach is based on good communication and language that encourages and reinforces appropriate behaviour allowing children to take responsibility for their own actions and to make appropriate choices. It is the responsibility of all our staff to follow the behaviour plan and work to agreed procedures using rewards and sanctions effectively

At Rushcombe First School we aim to

- provide a well structured, calm and supportive environment
- be consistent and fair
- use praise and positive reinforcement
- encourage prevention rather than reaction
- give clear instructions, listen and keep calm
- address the unwanted behaviour and not reject the child

We actively promote, teach and support positive relations and behaviour through a range of activities and events including the curriculum [PSHE], philosophy, circle time, assemblies, talk together time and special responsibilities. We believe that emphasising positive behaviour will marginalise and reduce inappropriate behaviour. We acknowledge that our success is achieved not by the absence of problems, but through a combination of our proactive approach towards the development of positive behavior, coupled with the strategies that we use to deal with concerns, if and when they do arise.

Our Behaviour Code

Our Behaviour Code is based upon the school's Learning Heroes and is consistent across the school. The Learning Heroes encapsulate the attributes of successful learners and responsible citizens:

- Thoughtful Theo [Responsible] ~ we show respect, walk calmly around our school and listen well
- Curious Croc [Resourceful] ~ we ask questions and always try to learn new things
- Teamwork Tiger [Reciprocal] ~ we help and support others when we work together in our school
- Keep-Going Kanga [Resilient] ~ we try our best and never give up
- Adaptable Armadillo [Reflective] ~ we think of ways to enhance our learning and behavior

The Learning Heroes are used in weekly assemblies to lead whole school focuses upon developing the attributes of successful learners. In addition, they are used within the classroom to develop these attributes in all curriculum areas including PSHE/circle time sessions. The Learning Heroes are also the basis of our reward system in school.

Our Behaviour Code was created by the school community and is shared regularly with the children. It is displayed prominently in classrooms and shared areas around school. We treat all children fairly and apply the behaviour code in a consistent way and expect every member of the school community to behave in a considerate way towards others. All adults within the school community are expected to model the attributes of positive relationships and behaviour that we expect all the children to demonstrate.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. The Behaviour Code is designed to promote positive behaviour, rather than merely deter inappropriate behaviour. We praise and reward the children for good behaviour in a variety of ways. These positive consequences include

- praise
- sharing success
- names on the WOW board [star stickers]
- Learning Hero stickers
- Learning Hero postcards home
- Learning Hero certificates
- Learning Hero badges
- visit to a member of the Leadership Team
- Headteacher stickers and name recorded in the celebration book
- letter home from the Headteacher

Everyone at Rushcombe recognises that on occasions there will be examples of inappropriate behaviour and these will always be discouraged. All unacceptable behaviour will be dealt with promptly and effectively to ensure a safe and positive learning environment. We utilise a range of sanctions and employ each sanction appropriately to each individual situation. These negative consequences include

- reminder
- specific warning
- time out in the classroom
- loss of privilege
- time out in another identified class
- sent to Deputy Headteacher/Headteacher
- communication with parents
- specific monitoring/support

The school does not tolerate bullying of any kind. Through assemblies and PSHE/circle time sessions, children are taught what bullying is and what to do if they are being bullied or if they feel someone else is being bullied. 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. [See anti-bullying statement for further details.]

Behaviour and Inclusion

Staff will endeavour to treat all children in the same way, and we acknowledge that a consistently positive approach will be successful for the vast majority of children. There will, however, be times when the behaviour of an individual is cause for concern. In such cases, it is important to discuss concerns with the Inclusion Leader/Deputy Headteacher/Headteacher, as it may be that an individual behaviour plan or more specific professional intervention is required.

The Role of the Classteacher

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 utilises the behaviour code consistently. The teachers treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself through reference to the steps outlined in the behaviour policy. However, if misbehaviour continues, the class teacher seeks help and advice from the Leadership Team. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may contact a parent if there are concerns about the behaviour or well being of a child. The class teacher reports to parents about the progress of each child in their class, in line with the school policy.

The class teacher discusses the school behaviour code with each class and establishes the core routines necessary for the smooth running of classroom learning. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class during circle time, if appropriate.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE/LA guidance. They will only intervene physically to restrain children in order to prevent injury to a child or other person, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

The Role of the Leadership Team

It is the responsibility of the Headteacher and staff 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 with staff and governors 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 Leadership Team keeps records of reported serious incidents of inappropriate behaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of inappropriate behaviour. 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.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the DfE Exclusions Guidance which was updated recently and came into force in September 2017. This identifies general guidance and essential information, exclusions procedures and protocols and relevant resources. Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion and Headteachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions. We refer to DfE guidance and other relevant information in any decision to exclude a child from school.

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. 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. The governing body has a discipline committee which 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 child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

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 encourage parents to support their child's learning, and to reinforce the school's aims, values and approaches, as set out in school documentation including the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. Parents have special insight into their child and the information they provide is invaluable. Informal and positive communication between class teachers and parents is vital in supporting a child's development. Staff should think carefully about the language they choose to use when talking to parents, ensuring they are not unduly alarmed, but that the picture they are given is accurate. Parents should also be kept informed as to strategies being used with their children, in order that they are best able to support us.

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 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 will take this into account when making decisions about matters of behaviour.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of equality and that no child is treated unfairly because of race or ethnic background.

This policy was developed by the Senior Leadership Team, staff and school community and will be kept in a policies folder. It is accessible to all staff, governors and parents.

This policy was updated December 2017 and will be agreed and adopted on: **Tuesday 6th February 2018**

This policy was agreed and adopted by the governing body on: Tuesday 28th March 2017

This policy will be reviewed in two years or sooner if required.