



## **Behaviour Policy**

### **Good behaviour is essential for effective teaching and learning to take place.**

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. We want our school to be a happy, caring and secure place where children can realise their full potential. We want to achieve this through a whole school approach to promoting good behaviour. We also believe that a strong partnership between home and school is fundamental to providing the best education for our children. It should reflect the positive expectations of all staff, which includes the Head teacher, class teachers, supply teachers, teaching support staff, lunchtime assistants, and any other adult helpers. The governing body shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

This policy runs alongside the DfE Behaviour and discipline in schools – Advice for headteachers and school staff, January 2016.

This policy is based on the aims of our School. They are:

- To maintain a happy, secure and stimulating environment in which children feel confident and included;
- To develop pupils' abilities and skills by ensuring access to a full range of the curriculum, carefully matched to the individual needs of each child; including those with SEN or emotional and behavioural difficulties.
- To enhance and fulfil every pupils' potential, to show high expectations, to recognise achievements and to celebrate success;
- To foster positive attitudes to learning;
- To develop pupils' self-discipline and independence;
- To ensure equal opportunities;
- To encourage pupils to treat each other, visitors and the community with respect and tolerance, showing responsible attitudes toward others and their environment;
- To foster a sense of our school as an extended family unit, developing positive links with the home, other schools, the Governors and community;
- To foster a communal sense of pride in our school and in all our achievements;

This policy is based upon a positive attitude to good behaviour and a structure of rewards and sanctions that provide a secure safe framework which promotes equality for all children and adults in the school.

There is a logical basis for codes of behaviour, from good manners based on cultural values, and respect for one another, to 'rules' decided upon to safeguard personal safety and the quality of our environment. At Blaby Stokes we expect our pupils to show a sense of pride in themselves and their school community, respecting routines and regulations to ensure their well-being.

In school we expect children to wear school uniform. Jewellery and make-up should not be worn. Sweets, chewing gum and mobile phones should not be brought into school (if pupils bring a mobile phone to school at their parents' request, it will be held in the school office until the end of the school day).

We expect the children to attend school regularly and to be punctual. It is parental responsibility to ensure good attendance and punctuality as this impacts on behaviour and learning.

The interaction between child and member of staff, and the personal relationship they build up is of prime importance in setting and maintaining acceptable standards of behaviour in school. Members of staff must lead by example and positively acknowledge good behaviour. Staff must ensure that children fully understand what standards of behaviour are expected from them.

These standards must remain constant, just as disciplinary measures must be fairly and consistently applied.

The balance between rewards and sanctions is essential. There should be greater emphasis placed on rewarding children's achievements rather than identifying their failures. Adults take time to listen to explanations of what has happened before making any judgements.

### Agreements

School rules at Blaby Stokes are kept to a minimum. They reinforce the school's values. We expect everyone in the school community to adhere to our Basic Entitlement Rules (see Appendix 1) and any rules that are agreed and shared at the beginning of each academic year.

### Promoting Good Behaviour

Good behaviour and caring for others is fundamental to the happiness and welfare of everyone in school. Good behaviour is encouraged in every area of school and children are helped to recognise examples of good behaviour at all times.

Adults should praise children who behave politely and in a caring and sensible way. Talking to children in a positive and calm way in all areas of the school encourages the development of maturity and self esteem. There should be very little need for raised voices in order to gain co-operation. Good behaviour and positive attitudes can be promoted through Philosophy for Children, PHSE and SMSC in assemblies and in cross-curricular activities. Good behaviour is promoted through individual and group reward systems. Verbal feedback, not just on behaviour, but also on academic achievement is given a high priority throughout the school. We will help the children to understand what is expected of them.

In addition to this, the following rewards will be given for good behaviour towards others and attitude to work:

- Stickers
- Head Teacher and Deputy awards for outstanding work
- House points
- Star of the week (Key Stage 1, Foundation Stage)
- Good Citizenship raffle
- Tidy cloakroom / classroom awards
- Character Strength Awards
- Golden Envelope Awards
- Postcards
- Lunchtime awards
- Other class-based awards

### Sanctions

There are two elements involved in the discipline of children for unacceptable behaviour. Firstly, sanctions are fair and appropriate; secondly, the objective is to encourage the child to modify his/her behaviour and develop self-discipline. The school uses restorative practice to encourage

reflective behaviour. Blaby Stokes takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Adults are fair and consistent at all times. Any sanctions used are appropriate to the behaviour which has occurred. Every effort is made to diffuse potentially difficult situations calmly. The use of physical punishment is unacceptable and will not be supported. There is a clear expectation that all children will follow rules and directions. Sanctions will be applied as a consequence of unacceptable behaviour.

Whatever action is taken by staff to modify behaviour, it is vital that –

- ‘threats’ are never unrealistic/lightly made;
- Sanctions do not reinforce negative behaviour or attitudes;
- Staff do not feel personally challenged by children’s behaviour (and therefore compelled to punish).

If children continue to misbehave then parents will be invited into school. At all times the school will seek to work with parents to resolve any problems. In special circumstances children will be given an individual behaviour plan to help them improve their behaviour. At Blaby Stokes we use the Boxall Profile for analysing behaviours and in some cases an action plan will be written to support the child. Support from agencies such as the Educational Psychologist, the Education Welfare Officer and the Behaviour Support Team will be sought as necessary. In very rare circumstances it may be necessary to exclude the child.

### Exclusion from School

Exclusion from school can be defined in three ways:

1. Temporary withdrawal from school
2. Fixed term exclusion
3. Permanent exclusion

### Temporary withdrawal from School

If a child continually misbehaves at lunchtime the parents may be asked to take the child home for lunch. If a child presents severe misbehaviour during the day the school will request that the child be removed for the remainder of the day.

### Fixed Exclusion

If a child continually misbehaves or repeats behaviour following a temporary withdrawal the school will negotiate with the parents for a fixed period of exclusion e.g. 2 days. The child will then be invited back into school on the understanding that their behaviour improves after a return to school meeting with parents.

### Permanent Exclusion

This is the last resort when all other strategies have been explored. This will happen after notification to parents, the school governors and the education authority. After any period of temporary withdrawal or fixed exclusion and on the understanding that the child is prepared to improve their behaviour then the child will be invited back into school as normal.

### Playground Buddies

As one of our aims is to encourage children to take responsibility and have ownership of their own behaviour, we provide a 'buddy system' where children can be supported by their peers to reflect on their behaviour as well as their social interactions.

### Management of Disciplinary Procedures

For children who regularly display challenging behaviour a risk assessment and a positive handling plan will be put in place. In some instances children may need to be restrained (LA physical intervention guidelines). The Head teacher may implement procedures for exclusion should the behaviour be a serious breach of discipline (see Procedures for Exclusion).

Behaviours are managed by **all staff** in a consistent manner. Children are given a verbal warning as a preliminary action before other sanctions are applied:

- Break and lunch time: loss of free time
- Class time: Sanctions are managed by the class teacher. E.g. children missing parts of break time or lunchtime as soon after the offence as possible. For children who are regularly kept in due to poor behaviour, the class teacher will arrange to speak to parents / carers. This will be an informal chat in the first instance before more formal proceedings are put into place and senior leaders informed.

### Unacceptable behaviour / Zero tolerance

Instances of unacceptable behaviour (zero tolerance see Appendix 2) and those involving bullying or of a racial / sexual harassment nature will be recorded and passed on to the Head teacher. Incident forms to be completed.

To be revised September 2018

# Blaby Stokes C of E Primary School Behaviour Code



## Basic Entitlement Rules:

- Do be gentle
- Be kind and helpful
- Do be honest
- Look after everyone's property
- Do work hard
- Do listen carefully
- Don't hurt anyone
- Don't hurt people's feelings
- Don't cover up the truth
- Don't waste or damage things
- Don't waste time
- Don't interrupt

## Appendix 2

# Blaby Stokes C of E Primary School Behaviour Code



Zero Tolerance:

### Physical

Punching, kicking, biting, scratching

### Verbal

Shouting, swearing, arguing with adults

### Offensive Gestures

Gestures and spitting

### Any other disrespectful behavior or physical harm

***Any of the above behaviours that occur at break and lunch times will result in missing part or all of breaks / lunch times.***