

Forest Academy
&
Elveden Church of England Primary
Academy



Behaviour Policy

Date Reviewed: September 2018

Completed by: Lorna Rourke and April Grimes

Review Date: September 2019

BEHAVIOUR POLICY STATEMENT

Purpose

The policy aims to provide a behaviour structure to enable successful teaching and learning throughout the school in a happy, caring environment. It has been produced to satisfy the needs of children and teachers, reflecting our Schools' Vision and Mission.

Skills and Attitudes

Children should be taught the necessary skills to enable them to:

- ❖ To learn in a happy, caring environment.
- ❖ To understand and obey these rules.
- ❖ To recognise their rights and responsibilities within the school community, local community and society as a whole.
- ❖ To maintain a positive attitude to all areas of school life.
- ❖ To maintain positive relationships with all children and adults.

Children are taught these rules through PSHE lessons and the broader curriculum e.g. assemblies and the general ethos within school.

Our School Golden Rules

1. Listen to others politely
2. Use kind words
3. Be kind and gentle at all times
4. Respect resources, the property of others and the environment
5. Come to school ready to learn and try your best

Responsibilities for Staff

- ❖ Teaching a broad, balanced, engaging curriculum
- ❖ To focus on positive praise, praising children's efforts and achievements
- ❖ Encouraging independence and resilience
- ❖ Providing positive role models for children to follow
- ❖ Creating and maintaining well organised classrooms and safe play areas
- ❖ To work in partnership with parents/carers for the benefit and development of the child
- ❖ Involving children in the development of procedures and guidelines
- ❖ Ensuring that children are aware of expectations about behaviour-use behaviour checklists daily to ensure consistency across the school
- ❖ Showing respect for children as individuals and taking into account their points of view
- ❖ To follow the behaviour policy when managing behaviour.
- ❖ Class teachers to ensure they follow up and supervise any lost minutes given. Teachers to supervise this in their own classrooms.
- ❖ Incidents which require an incident report must be followed up with parents and logged in the parental informing logs
- ❖ Regularly reviewing, developing and using systems which recognise and celebrate good behaviour within individual classrooms.

Responsibilities for Parents and Carers

- ❖ Explaining to the child the meaning of the home school agreement
- ❖ Signing the home school agreement
- ❖ Reinforcing the schools' expectations of good behaviour and support the schools' behaviour policy.
- ❖ Letting the school know (in confidence if necessary) of any special circumstances which might affect the child at school
- ❖ Encouraging children to sort out difficulties in a positive, appropriate way
- ❖ Speaking to the class teacher, in the first instance, if they are concerned about their child

- ❖ Being positive towards their child and his/her achievements whilst working in partnership with the school staff
- ❖ Come to school promptly if called regarding their child's behaviour

Responsibilities for Governors

- ❖ Involvement in developing a positive behaviour policy
- ❖ Being acquainted with the school and monitoring the ethos
- ❖ Having legal responsibilities for exclusions
- ❖ Support teaching staff when implementing the schools' behaviour policy
- ❖ Be responsible for the wellbeing of all staff including the Headteachers

Responsibilities for Children

- ❖ Follow the five Golden Rules
- ❖ Sorting out difficulties in a positive way, seeking adult support where necessary
- ❖ School council representatives are supported in monitoring behaviour issues and finding suitable solutions to problems
- ❖ Accepting the consequences of their own actions
- ❖ Behaving so that others can learn and enjoy school
- ❖ Accepting that staff make the final decisions
- ❖ Walking sensibly anywhere within the building

Positive Behaviour

We use the following methods to reward and encourage good behaviour

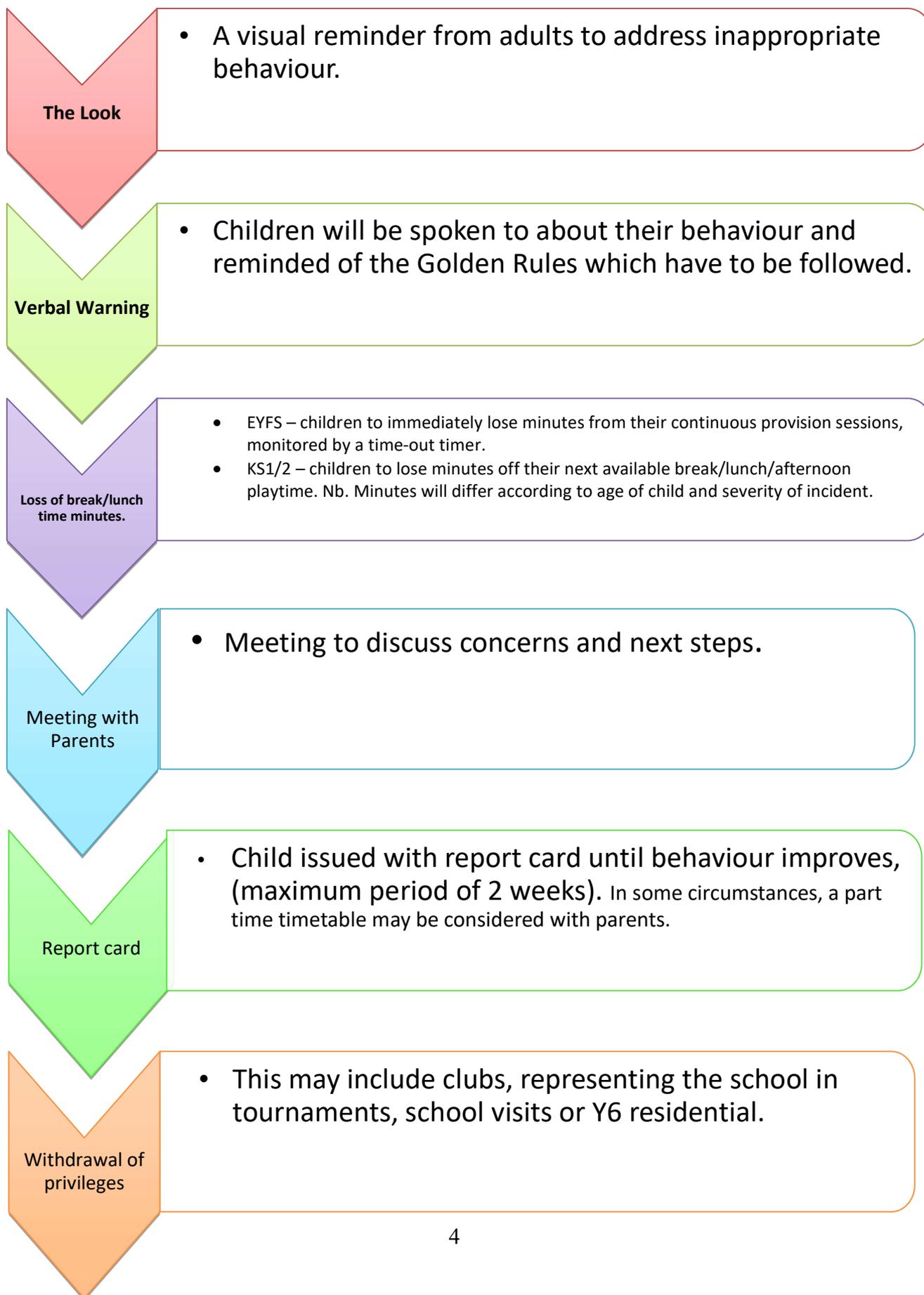
- ❖ Praise in class
- ❖ Praise in assemblies
- ❖ 'Building Learning Power' (BLP) Stickers when children demonstrate these themes.
- ❖ Values for Life stickers (Elveden)
- ❖ Raffle tickets for good learning/behaviour. Raffle tickets will then be drawn at the end of each half term and children will be rewarded with prizes.
- ❖ BLP/school values/citizenship certificates given in celebration assemblies.
- ❖ Playground Buddies and Junior Sports Leaders
- ❖ Tea with staff
- ❖ Good News post cards to be sent home to parents.

Nb Class teachers will also use individual incentives for the children in their class.

Managing Behaviour

If children do not behave we use the following sanctions

For Pupils with SEND, reasonable adjustments will be made; behaviour support plans and/or risk assessments, which will be agreed with parents/carers, will be in place to enable them to meet the requirements of the School Behaviour Policy. These will be reviewed regularly.



If a child cannot behave appropriately and safely they will not be allowed to attend offsite visits. SEND/EBD children will have behaviour support plans and/or risk assessments in place and all reasonable adjustments made in order to ascertain whether it is appropriate for them to take part. If a child has persistent or severe problems with their behaviour which may be deemed dangerous to themselves or others, the class teacher will meet with parents to discuss appropriate strategies. If the need arises at any of the above stages, we will work with other agencies to support an improvement in behaviour.

Serious incidents or persistent poor behaviour may lead to a fixed term exclusion of up to 5 days, using the national guidelines for exclusion (DfE Exclusion from maintained schools, academies and pupil referral units in England September 2017). Only the headteachers of the schools are authorised to exclude a child. In the absence of the headteachers this can be authorised in writing via email to the assistant headteachers. Before a child returns to school, following exclusion, there will be a minuted reintegration meeting with a senior member of staff or safe-guarding welfare officer on site that day with both the child and parents.

Incidents deemed serious include:

- ❖ Physical attacks with intent to hurt/injure other children or adults (e.g. pushing, hitting, kicking, biting)
- ❖ Verbal abuse of other children or adults
- ❖ Persistent poor behaviour that has a detrimental impact on own learning or that of others
- ❖ Continued defiance of school rules
- ❖ Discrimination, intimidation and bullying including cyber bullying
- ❖ Deliberate damage of property
- ❖ Possession of harmful substances (e.g. drugs, alcohol)
- ❖ Possession of dangerous/unsuitable items (e.g. knives, BB guns, Nerf guns)

NB: this is not and exhaustive list.

If a child brings in an item that is not suitable the class teacher will remove it and parents will be called in to come and collect it at the end of the day. Children who bring phones into school must take them to the front office/reception before school and are responsible for collecting them at the end of the day.

Items that will be confiscated due to being prohibited or banned can include:

- ❖ Phones
- ❖ iPads/tablets
- ❖ Knives/blades/weapons
- ❖ Alcohol
- ❖ Drugs
- ❖ Items believed to be stolen
- ❖ Tobacco/cigarettes
- ❖ Fireworks
- ❖ Pornographic images
- ❖ Any item that the member of staff believes 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 child).

NB: this is not an exhaustive list.

Head teachers and authorised staff can also search for any item banned by the school rules.

After a period of fixed term exclusion, the child starts afresh – but if he/she moves to fixed term exclusion again, permanent exclusion may result, using national guidelines for exclusion. (DfE Exclusion from maintained schools, academies and pupil referral units in England September 2017).

Bullying

Bullying is done with the intention of causing distress and usually takes place over a period of time. It can be physical or emotional. Bullying can take many forms and can include: physical assault, teasing, making threats, name-calling, cyber bullying. Please refer to the Anti-Bullying Policy for further details.

Racist and homophobic Incidents

These are incidents where the victim feels that they are being targeted due to ethnic origin, race, beliefs or sexuality and gender. These will be dealt with very seriously –

- ❖ All incidents will be recorded and kept in children's files
- ❖ Parents will be informed
- ❖ The child will receive consequences and could be excluded

Cyber bullying

These are incidents where a person or group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. We recognise that this can have a very serious impact on children.

If cyber bullying is reported to the school we always take this seriously and will investigate the issue in detail.

- ❖ All Incidents will be dealt with by involving parents/carers, through sending home letters and arranging meetings.
- ❖ If necessary according to the seriousness of the incident the police may be informed.
- ❖ We always attempt to tackle cyber bullying by teaching children about what cyber bullying is and the impact it can have.
- ❖ In cases of more serious incidents we will use the online safety flow chart and incident referral forms to report incidents. Where necessary these may need to be passed through to the Local Authority Designated Officer (LADO)

See Online Safety Policy

Pupil conduct outside the school gate

Teachers have a statutory power to discipline pupils outside of the school premises where;

- ❖ Witnessed by a staff member
- ❖ Reported to the school
- ❖ The pupil is identifiable as a pupil at the school

Or behaviour that;

- Has 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

Evaluation

The effectiveness of this policy will be evaluated by all stakeholders as an ongoing process and discussed in staff meetings when appropriate.

Revision and updating will be carried out by SLT in discussion with all stakeholders annually.

Signed _____ Chair of Governors

Signed _____ Headteacher: April Grimes

Signed _____ Headteacher: Lorna Rourke