



Behaviour Policy

Aims and expectations

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 and fully inclusive way. It aims to promote an environment where everyone feels happy, safe and secure. The policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It 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. This policy is also designed to promote good behaviour, rather than merely deter anti-social behaviour. The school expects every member of this school community to behave in a considerate way towards others.

All children are treated fairly and the behaviour policy is applied in a consistent way.

We want the children to have a growing understanding and awareness of themselves as individuals and members of the school community, with regard to their feelings and the effect their behaviour, attitude and actions have on those around them. We also want our children to be active participants in supporting the school ethos and values.

The pupils of Robert Le Kyng have compiled a Code of Behaviour which is displayed throughout the school and applied in all parts of the building and the outside areas.

RLK – Code of Behaviour

1. Children **MUST** show respect to **all** adults. However adults should also show respect towards children; we should all treat others how we would like to be treated ourselves.
2. No running inside the school buildings, walk at all times as it is safer to do so.
3. All school property belongs to all of us; look after it and use it correctly. Look after books, pencils, play equipment etc. **DO NOT** damage it or everyone will lose out.
4. In class, listen to **all** adults and always try your best.
5. At playtimes, play sensible games. This means **NO** play fighting as it can result in real fights.
6. Be polite to everyone – **NEVER** use bad language in our school.

As a reward for keeping to the Code of Behaviour, each child is given Golden Time. This class time is timetabled by each teacher for a period towards the end of the week and consists of activities agreed by the pupils.

The class teacher discusses the rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed in the classroom. 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 during 'circle time' and PSHE lessons.

All the children are placed into one of four 'houses' when they enter school, and they can earn house points which may be given out by any member of staff. It can be a reward for behaviour or work which is deemed deserving.

All classes also have their own reward system in their class for the class to work towards a whole class reward e.g. marbles in a jar. The reward for this is agreed with the class when the jar is empty so that they know what they are working towards.

Where ever possible we praise good behaviour and we will first praise the behaviour of a child doing the right thing rather than tell off the child doing the wrong thing.

Sanctions

If at any point during the week a child breaks a the Code Of Behaviour, they are first given a warning. If this does not improve the behaviour, then the child will lose five minutes of their Golden Time. If the child continues to break any of the rules during the rest of the week they will again receive a warning and lose five more minutes Golden Time. If a pupil is consistently losing much of their Golden Time then other behaviour strategies will be put in place to help them keep the Golden Rules. This could involve working with the child's parents, additional support or being sent to the Headteacher.

Each classroom displays a board with the names of all those who have kept the Golden Rules as well as a board for those with warnings and those losing time. These may be displayed in different formats according to the age range; for example, EYFS may use a sunshine board, a rain board and a thunder cloud.

There may be occasions when the child needs to be removed from the class for a short period – usually about ten minutes. If there is another class with the same age group then the child would first be sent there; if this is not possible, then the child will go to the class where the teacher is the head of the Key Stage. The pupil may go to one of the Senior Leadership Team if necessary before going to the Deputy Headteacher or the Headteacher.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher will pass the information to the Headteacher or another member of the SLT. They will record the incident and take appropriate steps to inform parents and implement any sanctions. 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 (see anti-bullying policy).

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The ultimate sanction will be to ask the parents to remove the child from school. This is called an Exclusion. The Local Authority is informed of any such Exclusions and the school then follows their procedures.

Use of Force

All members of staff should be 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*. Teachers in our school do not hit, push or slap children. 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.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. 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.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (This may take the form of a home school log). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the Senior Leadership Team, the Deputy Headteacher or the Head teacher.

The class teacher liaises with external agencies, 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 LA 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. Concerns about behaviour may lead to a IBP (Individual Behaviour Plan) or a behaviour record that passes between home and school each day for a defined period. It may also be recorded as the key point of discussion at the Parent Teacher meetings.

The role of non-teaching staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class and around the school and that their group behaves in a responsible manner during lesson time. The staff at Robert Le Kyng Primary 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. All non-teaching staff treat each child fairly and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher.

The role of the headteacher

It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. This action is only taken after the school governors have been notified.

The role of the children.

We expect our older children to act as role models for the younger children.

We expect and encourage our children to have a growing awareness of their personal and social development.

Year 6 children are trained as play-leaders and these are used to support the play of younger children on the Key Stage 1 playground.

We have a proactive school Council with members from all classes to ensure the children have a voice and involvement in how the school runs. They were instrumental in drawing up the code of behaviour above.

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 school rules in the Home-school agreement, and we expect parents to read these, to sign up to them, 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.

If the school has to use reasonable sanctions to punish 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 Headteacher. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

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 head teacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil 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 pupil, she will inform the parents immediately and follow the guidelines set down by the local authority.

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 variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records more serious incidents where a child is sent to her on account of their behaviour.

Lunchtime staff inform the class teacher or headteacher of any children who are a cause for concern. This may be for a serious one off action or a more consistent change noted in a child or group of children.

The support staff have regular termly meetings where they discuss all aspects of the lunchtime provision. We also call additional meetings as and when necessary.

The head teacher 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 fixed term and temporary and exclusions, and to ensure that the school policy is administered fairly and consistently.

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