

## **Robert le Kyng – Behaviour Policy**

### **Aims**

It is a key aim of Robert le Kyng Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We want all children and staff to be proud of our school, understanding that this is “the RLK way”. We are a caring community, whose values are built on mutual trust and respect for all. The school’s behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. All staff are expected to be good role models, showing respect for all members of the school community and to promote this through everything we do. Good manners and respect for each other are inherent in the life of the school. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

### **DfE Statutory Guidance**

The Government states that good behaviour is essential to children’s educational prospects and that teachers can discipline pupils when conduct falls below the school’s expected standard. The Government expects all pupils to show respect and courtesy towards teachers and other staff and towards each other. Schools are responsible for deciding on the standards and behaviour expected of pupils; how these standards will be achieved; the school rules; and any disciplinary penalties for breaking the rules and the rewards for good behaviour. Powers to discipline: staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. The school has the authority to screen and search, to use reasonable force and discipline beyond the school gate.

## Anti-bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. Anyone who knows that bullying is happening is expected to tell the staff. See the Anti-bullying Policy for further details.

## Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Robert le Kyng.

## Role of the Headteacher

It is the responsibility of the Headteacher 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 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 Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Headteacher 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 Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## The Role of the Class Teacher

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

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. We believe that the quality of relationships is a school strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader, then the Deputy Headteacher and if necessary the Headteacher.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Phase Leader, Deputy Headteacher and the Headteacher) if there are concerns about the behaviour or welfare of a child.

### The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

### Why do we want good behaviour?

- It makes the school a safe and pleasant environment
- It aids learning
- It sets high expectations
- It is the ethos of the school
- It helps children develop better relationships
- It encourages children to be good role models
- It enables children to make the right choices in life

### What makes a child want to behave?

- Because they know it is the expectation
- Because children do not want to disappoint others
- Children like positive attention
- Children want to conform and do the right thing

### What are the consequences if children don't behave?

- They are given a warning
- They might then be asked to move their name (EYFS/KS1) from Golden Time or Playtime in increments of 5 minutes. Children have the opportunity to earn this time back through good behaviour
- If the bad behaviour continues, children might be moved to another table or class (ideally the Phase Leader's class) to provide them with a quieter/different place in order to work more effectively
- Inform the Headteacher or Deputy Headteacher of the behaviour. If this happens, it is expected that the class teacher will have a conversation with the child's parent(s) to inform them
- If the bad behaviour persists, children may be sent to the Headteacher and miss part or all of their playtime, depending on the type of behaviour shown
- A child might then miss representing the school in teams (more likely to be upper KS2) or go on school trips
- Should a period of time out be required as a sanction, this will be in a designated work space. Pupils will be given appropriate work, breaks, food and water
- Parents will be informed if their child has persistently misbehaved and has been moved to another class or spent time outside the Headteacher's office
- 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 necessary, the teacher should remove the rest of the children from the classroom and call for assistance
- During playtimes or lunchtimes, children who have made poor behaviour choices will receive a verbal warning on the first occasion, then separated from peers and given time out e.g. standing with a member of staff or by the wall. If the behaviour is excessive, aggressive, physical or verbal then Phase Leaders or the Deputy Head or Headteacher should be sent for
- The staff on duty should make the common sense decisions to manage behaviour and inform the class teacher of any incidents

### What rewards do we have?

We praise and reward children for good behaviour in a variety of ways:

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and senior teachers
- Stickers
- Certificates on a Friday assembly
- Team points

- Marbles in a pot (a class reward is chosen when all the marbles are in the pot)
- Each teacher may also have their own system of class rewards
- Children get to represent the school in different events (sporting or otherwise)

#### Should all children be treated the same?

- It is recognised that some children find behaving correctly very difficult and the school will endeavour to support these children. The majority of children do not fall into this category
- Some children with a specific learning need might have reward charts or 1:1 adult support
- Their behaviour may be dealt with in a manner that is slightly different than the majority of children and it will be very much dependent on that child's needs

#### What is the role of Golden Time (where it takes place)?

- It is not an expectation
- It is an experience
- It needs to be earned as a reward
- It reinforces good behaviour and links to class rules
- Children can earn back time that they might have missed during the week due to their behaviour

#### How will the school help to make this good behaviour happen?

- Through explicit teaching of what good behaviour looks like
- Through clear expectations from all staff
- Through consistent implementation of the behaviour policy
- By linking it with the school values
- By all adults being role models of good behaviour, demonstrating the RLK way
- By discussing children's behaviour with parents
- By everyone giving positive praise to children who demonstrate the RLK way
- Each class will have a whole class reward (eg. marble reward) which may be earned for good behaviour by the class as a whole
- Each class awards team points to children/groups of children for good behaviour
- Each class will develop their own reward system (e.g. merits) to reward individual children
- Children are sent to the Headteacher for good behaviour
- By recognising children who demonstrate the RLK in assembly

### Behaviour during before and after school clubs and on trips

- The expectations of children's behaviour as detailed in this policy is applied equally to before and after school clubs as well as on school trips
- Parents will be informed and their children may be asked to leave the club if they can not adhere to the expectations of behaviour

### Positive Handling Approaches

- Reasonable force will be used if a child's behaviour risks their safety, others' safety or leads to the disruptive behaviour of others. Reasonable force will only be used with the best interests of the pupil in mind
- All members of staff are aware of the regulations regarding the use of reasonable force, as set out in the Swindon Borough Council policy. Teachers in our school do not use force as a punishment. 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, others or property. The actions that we take are in line with DfE, Borough and Team Teach guidelines on the restraint of children and are recorded in an incident management bound book
- Robert le Kyng has adopted the Team Teach approach and ethos to use no more force than is reasonably required to create a safe situation. There is a strong emphasis on de-escalation strategies with the use of reasonable physical force only for the shortest possible period of time and as a last resort to prevent children from hurting themselves or others. Restrictive physical interventions will never be used as a punishment. Such interventions are fully in line with guidelines set out in the government document "*Use of Reasonable Force*" (DfE July 2013)
- All staff can use physical contact to guide a child away from a situation by using a non-restrictive arm hold
- Disruptive children can be removed from the classroom if they refuse to follow an instruction to do so
- Reasonable force can be used to prevent a child behaving in a way that disrupts a school event
- Some staff will receive accredited 'Team Teach' training in the use of restrictive physical interventions based on perceived risk
- The use of all restrictive holds and escorts will be recorded and reported to the Headteacher and parents
- Further information on the 'Team Teach' positive handling protocol is available on request

## Fixed-term and Permanent Exclusions

- A protocol for exclusion has been agreed by the Governors in line with national and local guidelines. The Governors agree that fixed term exclusions should be the last resort
- When making any decision to exclude a child from school, the Headteacher will refer to 'DfE statutory guidance: *Exclusion from maintained schools, Academies and pupil referral units in England*'.
- If a child has Special Educational Needs or child protection concerns the school must take this into account if considering exclusion
- Only the Headteacher (or the Deputy Headteacher in the Headteacher's absence) has the power to exclude a child from school. There are three types of exclusion. These are:  
Lunch time exclusions: may not be more than 90 in a school year. Fixed period exclusions last for a specific number of days but cannot be longer than 45 days in the school year. Permanent exclusion means that a child may not be allowed to go back to the school again, unless he/she is reinstated by a meeting of the Discipline Committee
- We believe that exclusion should only be used as a last resort when dealing with serious misbehaviours. The following procedures will be followed in all cases of serious misbehaviour
  - Parents will be informed immediately giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal
  - Perpetrator(s) will be internally excluded to the Headteacher's office or an appropriate place until conclusion of any investigation – the school would hope to carry out an investigation promptly and a time limit of two days' internal exclusion should be adhered to where possible
  - Support given to victim(s)
  - Support given to witness(es)
  - Investigation carried out involving class teacher, Phase Leaders, Deputy Head and any staff witness(es)
  - The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term
  - Following the exclusion period, parents will be invited to a reintegration meeting
- 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 will consider any exclusion appeals
- When an appeals panel meets to consider exclusion, they consider the circumstances under 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

### Discipline beyond the school gate

- A member of staff can also discipline pupils for misbehaviour outside school
- All criminal behaviour should be reported to the police
- Any non-criminal bad behaviour and bullying (including online incidents – see the E-safety policy for further details) which occurs anywhere off the school premises, by a pupil of the school, and which is witnessed by a member of teaching staff must be reported to the Headteacher. This applies to misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school
- Incidents of misconduct which are reported from outside school will be shared with the parents of the children involved

### The role of Parents

- To read the school expectations in the school's Behaviour Policy and support them
- Work collaboratively with the school so that children receive consistent messages about how to behave at home and at school
- Support children's learning and engage with supportive dialogue between the home and the school
- If the school has to use sanctions, support the actions of the school
- As class teachers will have the most up-to-date information, it is important that if parents have any concerns they should, in the first instance, contact the class teacher. If the concern remains unresolved, they should contact the Phase Leaders and if necessary, the Deputy Headteacher or Headteacher

### The role of Governors

- Ensure the school's behaviour policy adheres to the DfE Statutory guidance on ensuring good behaviour
- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness
- 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



- Serious behavioural incidents will be reported to Full Governing Body meetings 3 times a year

### Monitoring and Review

- The Head and Deputy Headteachers monitor the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, will make recommendations for further improvements
- The Headteacher keeps a record of any child who is excluded 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 permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide for Schools', and that no child is treated unfairly because of race or ethnic background
- The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved

Review Date: Jan 2022