



Behaviour Policy Statement.

Introduction

'A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.'

'Discipline in Schools' - Report of the Committee of Enquiry 1989 Chaired by Lord Elton.

"...no one shall be subjected to inhuman or degrading treatment or punishment"

The Human Rights Act 1998

The school places emphasis on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment.

Criticism should always include advice on how to improve and should always be constructive.

Those responsible for the document

This document was written by the senior staff it reflects the opinion of the entire teaching staff, having been drawn up through a process of consultation. It has been fully endorsed by the governing body.

It is the responsibility of the whole staff to put into effect and to monitor the Behaviour Policy. The Head Teacher and Deputy Head Teacher, however, will take particular responsibility for ensuring that standards are consistently applied throughout the school.

Document 9th revision February 2008

This document was approved at the _____ meeting of the Governing Body.

The policy includes

- Code of conduct for children in school.
- Positive rewards for appropriate behaviour.
- Corrective measures and reparation.
- Measures to alleviate bullying
- Plans for evaluation of behaviour and the Policy itself.

Aims

The following school aims are closely associated with this policy statement:

- To provide an environment, throughout the school, which is safe, caring, lively and stimulating.
- To encourage high personal standards of achievement, presentation and social behaviour.
- To instil respect for spiritual and moral values and an understanding of other races, religions and ways of life.
- To ensure that within the school community everyone feels valued.

The specific aims of this policy are: -

- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- To create an environment where effective learning can take place, in which there is mutual respect between all members and where there is a proper concern for the environment.

Code of Conduct for Children in School

This represents the behaviour that is expected of each child at the school. The code of conduct has been agreed after consultation with teaching and teaching support staff, non-teaching staff, pupils and governors.

We expect everyone to: -

- Be able to care for each other and share with each other.
- Be polite and show good manners. (To say 'please' and 'thank you', 'excuse me', to open doors for others, to offer help, etc.)
- Be respectful to others and to the property of others.
- Be obedient to members of staff, and lunch time supervisors.
- Show a positive attitude toward work.
- Take a pride in their appearance.
- Show respect for the school environment.
- Be punctual.
- Be good ambassadors for the school.

Rewards Available for Appropriate Behaviour.

We believe that rewards should cover the broadest possible range of academic and non-academic achievements, informing children, staff and parents of examples of positive success.

These might include,

- Praise in class and positive comments on children's work.
- Stars, stamps and badges given by class teachers.
- Giving of class responsibility
- Head Teacher award badges.
- House points. (Key Stage 2)
- Mention in the Tried Hard Book and praise in Wednesday assembly (Key Stage 1)
- Mention on the House Point forms and praise in Wednesday assembly (Key Stage 2)
- Award of School Merit sticker following a mention in assembly.
- Award of certificates, medals, badges, etc. from outside agencies in Wednesday assembly.
- Award of swimming or other school sporting certificates in Wednesday assembly.
- Award of a half-termly achievement certificate. (3 per class for exceptional progress in either academic work, attitude or effort)
- Mention in a newsletter to parents.
- Attendance certificate for 100% attendance throughout the year.
- Lunchtime behaviour certificate awarded by the catering staff.
- Occasional prizes for competitions

Reparation for Misbehaviour.

We prefer to seek reparation for misbehaviour rather than to administer punishment. Reparation should be proportional to the offence and must not, in any case, be intended to humiliate or degrade.

Single incidents of misbehaviour.

These incidents will normally be dealt with by class teacher, classroom assistant, lunchtime supervisor or other members staff.

1. Misbehaviour is pointed out immediately and the child told why such behaviour is not acceptable.
2. Reparation is sought. Where possible this will be relevant to the offence, (e.g. picking up litter for those who drop it; repeated work or extra work where work is poorly presented or below the child's potential; loss of a break time or lunch playtime to complete work; removal from the situation to provide a period of 'cooling off')

3. Refer child to line manager. (Key Stage Co-ordinator.)
4. Refer to Lunchtime superintendent if incident occurs during the lunch period.

Repeated incidents of misbehaviour

(including the repeated failure to hand in work and/or deliberate disobedience.)

1. Refer to Head or Deputy Head Teacher

At this stage parents may be informed and invited to school to discuss the problem and any corrective measures to be taken and reparation to be made.

Misbehaviour could result in the withdrawal of privileges such as membership of 'after school' or lunchtime clubs, school sports teams, attendance at discos, playtime and lunchtimes, etc.

Incidents of misbehaviour during Lunchtime

Generally misbehaviour should be dealt with following the same processes as detailed above. It is important that consistency is maintained and the headteacher delegates responsibility for the maintenance of good behaviour to the lunchtime supervisory staff with the expectation that standards are maintained.

For cases of repeated misbehaviour an incident book will be used. If a child continues to behaviour in a manner contrary to our code of conduct or accepted standards, despite being having the misbehaviour pointed out, their name and the nature of the problem will be entered into the incident book and the book passed to a senior member of staff for consideration. Incidents of serious misbehaviour (such as bullying, racial harassment, vandalism, theft, or truancy.) during lunchtime, will be referred to the deputy headteacher or headteacher as soon as possible.

Serious misbehaviour

(such as bullying, racial harassment, vandalism, theft, truancy.)

1. Refer to Head or Deputy Head Teacher

Parents will be contacted and invited to school to discuss the problem and any corrective measures to be taken and reparation to be made.

The Head Teacher will report such incidents to the Chair of Governors.

Incidents of this nature will be recorded using the Serious Misbehaviour Incident Form (appended)

Incidents of Racial Harassment will be recorded using the Racial Incident Report form (appended)

Exclusion

Temporary exclusion of a child will only be considered in extremely serious cases. Permanent exclusion is regarded as the ultimate sanction, and one which will only be considered in the most serious cases of indiscipline and then only by the Head Teacher and Pupil Discipline Committee of the Governing Body.

Exclusion will be considered with the guidance detailed in D.F.E.E. document 10/99 and appended to this policy.

The procedure for exclusion will only be initiated by the Head Teacher, who will inform parents of the child, the Governing Body and the L.E.A. without delay. The parents of excluded pupils will be informed of a contact at the LEA who can provide advice on the exclusions process and the telephone number for the Advisory Centre for Education (ACE) helpline (020 7704 9822).

Confiscation

Children's property will only be confiscated if the article is inappropriate to the normal activity of school. Articles confiscated will be returned at the end of the school day. The only exception to this are articles that are dangerous (for example lighters, matches and knives) which will not be returned.

Toys, electronic entertainment equipment and mobile telephones are not legitimate items to bring into classrooms except as directed by the school. These items will be confiscated, secured and returned at the end of the day.

Bullying

There is bullying in all schools regardless of age-range, type, locality or composition of intake. The school regards all incidents of bullying, seriously and will investigate all reported cases of bullying, whether it be physical aggression, verbal aggression, gesture bullying, extortion or exclusion.

- The school undertakes to support and protect the victims of bullying.
- The school recognises that bullying is a learned behaviour and undertakes to educate and assist the bully in changing behaviour.

Action against bullying.

The school undertakes the following preventative measures to stamp out bullying.

- Encourage openness, involving children, parents and teachers in talk about bullying.
- Discourage taboos against informing on bullies.

- Identify areas of school, which are potential bullying 'hot spots'.
- Include open discussion about bullying in P.S.H.E. lesson time.
- Develop a consistent and whole school response to incidents of bullying.

Incidents of bullying will be dealt with in the following manner

- all incidents of bullying will be treated seriously;
- all incidents will be investigated thoroughly;
- bullies and victims will interviewed separately;
- witness information will be obtained;
- relevant staff will be informed about the incident;
- wherever possible action will be taken to prevent further incidents.
Such action may include:
 - obtaining reparation (e.g. an apology;)
 - imposition of sanctions;
 - informing parents of both bully and bullied;
 - providing appropriate training;
 - providing mentor support for both victim and bully.

Evaluation of Behaviour and Policy

Evaluation will be annually in the first instance, with behaviour appearing as an item on staff meeting agendas, to facilitate continued monitoring of standards.

Staff will take opportunities to discuss the code of behaviour with children in their classes, and to encourage children to follow the code.

Hot spots for potential bad behaviour of any type will be reported to the staff meetings and procedures developed to overcome difficulties.

Equal Opportunities

All children have an entitlement of access to the provision of this policy, regardless of race, gender or ability. The language of good behaviour will be introduced and developed from Reception onwards.