



## **Tatham Fells CE Primary School Behaviour Policy**

*This policy has been written to reflect the School Mission Statement 'Roots to Grow, Wings to Fly, Faith to Flourish' and exemplify the School's core Christian values of Love, Forgiveness, Respect Justice and Hope.*

### **1 Aims and expectations**

- 1.1** 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 Christian community, whose values are built on mutual trust and respect for all. The school has recently introduced five core values which underpin this policy and bring key Christian values to the heart of our behaviour management. This policy is therefore designed to support the way in which all members of the school can live and work together in a loving way. It aims to promote an environment where everyone feels happy, safe and secure. Our five core values are:

*Love, Forgiveness, Hope, Justice and Respect*

- 1.2** The school has three key school rules- Be kind to all you meet; Whatever you do, let it be your best; We look after our school, community and church. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships and Christian values 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.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy 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.

- 1.6** As a school we have a strong commitment to positive behaviour management, where behaviour is recognised, rewarded and celebrated. We believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards**

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
  - teachers give children team points.
  - we distribute special mention certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
  - 'VIP award' is a special award presented to one child. It is designed to celebrate individual strengths, achievement, effort and for outstanding contribution to the ethos of our school.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

## **3 Sanctions**

- 3.1** The school employs a 'reminder' system to enforce the school rules, and to ensure a safe and positive learning environment. Children should be aware that there are consequences for inappropriate or ongoing behaviour that isn't acceptable. Pupils will incur consequences as follows.

### **KS1/FS**

- Redirecting behaviour by teacher to explain why the behaviour is inappropriate
- Children are encouraged to verbalise their behaviour.
- If the behaviour continues it will be discussed with parents/guardians.
- If behaviour is persistent a behaviour plan will be drawn up and discussed with parents.
- 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 education social worker or LEA behaviour support service.

### **KS2**

- Informal reminder of the rule broken/inappropriate behaviour
- Formal reminder recorded on the class 'Consequences ladder'
- 2<sup>nd</sup> Formal reminder: Child's name moved to the next step on the ladder - child misses next playtime
- 3<sup>rd</sup> Formal reminder: headteacher will be informed and it will be discussed with parents/ guardians.
- If behaviour is persistent a behaviour plan will be drawn up and discussed with parents.
- 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 education social worker or LEA behaviour support service.

- 3.2 The class teacher discusses the school rules with each class. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 3.3 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. (See our Anti- Bullying policy)
- 3.4 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.

#### **4 The role of the headteacher**

- 4.1 It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

#### **5 The role of parents**

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the home school agreement and we expect parents to read these and support them.
- 5.3 The school uses sanctions to maintain the high standard of behaviour across the school and ask that parents 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 and the headteacher. If the concern remains,

they should contact the chair of governors. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

## **6 The role of governors**

- 6.1** 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 headteacher in carrying out these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues.

## **7 Fixed-term and permanent exclusions**

- 7.1** 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.
- 7.2** If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **8 Monitoring**

- 8.1 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.
- 8.2 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.3 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9 Review**

- 9.1 The governing body reviews this policy every three 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.

### **Tatham Fells CE (VC) Primary School**

#### **Behaviour Policy**

Signed (Headteacher):

Signed (On behalf of the Governing Body):

Date: September 2019

Review date: September 2022