

UPTON SNODSBURY C OF E FIRST SCHOOL



Behaviour Policy

1 Aims and Expectations

It is a primary aim of Upton Snodsbury C of E First 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 way. It aims to promote an environment where everyone feels happy, safe and secure and one in which children are encouraged to make a positive contribution.

The school promotes 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 way towards others and their environment.

We treat all children fairly and apply this behaviour policy in a consistent way.

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.

The school promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

2 Rewards and Sanctions

We praise and reward children for good behaviour:

- ❖ staff congratulate children
- ❖ staff give children stickers.

The school acknowledges all the efforts and achievements of children, both in and out of school. We have a School Council where children can discuss their views and opinions and can make a positive contribution to the development of the school. In order to ensure a safe and positive learning environment we employ sanctions appropriate to each child and the individual situation. These may be:

- ❖ non-verbal warning
- ❖ verbal warning
- ❖ re-grouping
- ❖ removal of child to another class
- ❖ missed playtime
- ❖ behaviour diaries following consultation with parents
- ❖ Individual Behaviour Plan.

The class teacher discusses classroom codes of behaviour as it arises. 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".

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES document 2/2005 "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings". 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 themselves. The actions that we take are in line with government guidelines on the restraint of children.

3 The Role of the Class Teacher

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with all agencies, as necessary, to support and guide the progress of each child.

4 The Role of the Headteacher

It is the responsibility of the headteacher, under the Education Act 2002, and in accordance with the aims of the "Every Child Matters" agenda, 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 the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

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. Both these actions are only taken after the school governors have been notified.

5 The Role of Parents

The school works collaboratively with parents so that children receive consistent messages about how to behave at school.

The Home/School Agreement, as published in the prospectus, is signed before children are admitted to the Reception class. This confirms the entitlement of the child, parents and school, regarding the established code of behaviour. Parents may request a copy of the Behaviour Policy in full, at any time.

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 who will refer the matter to the governing body, if necessary. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The Role of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

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

7 Fixed-Term and Permanent Exclusions

Only the headteacher (or acting headteacher) has the power to exclude a pupil from school. If this action is necessary, the headteacher will follow the most recent (2007) guidance in the DCSF document "Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units".

8 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 headteacher keeps a record of any pupil 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 exclusions, and to ensure that the school policy is administered fairly and consistently.

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.

This policy was approved on 16 January 2008