



Brunton First School Positive Behaviour Policy

The policy was developed in consultation with staff, pupils, governors and parents/carers

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 way. It aims to promote an environment where everyone feels happy, safe and secure.

We have six Golden Rules:

We are gentle
We are kind and helpful
We are honest
We are hard working
We are good listeners
We are respectful

These rules are 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.

We expect every member of the school community to follow the golden rules. 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.

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation.

Rewards

We praise and reward children for good behaviour, good work or acts of kindness. Effective praise helps the child appreciate how their achievement is helped by their own attitude. This is done in a variety of ways:

- teachers give verbal praise
- teachers give children stickers and other rewards
- each week we nominate children from each class for the Golden award who receives a certificate and can choose from the golden box in the school celebration assembly
- all classes have an opportunity to lead an assembly where they are able to demonstrate their learning to the whole community
- special responsibilities in class or around school
- showing work to Headteacher and other staff

- a treasure chest with tokens
- moving onto the sunshine
- having work displayed on Brilliant Brunton board
- reach for the stars award for outstanding perseverance – every half term
- table points

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If this continues the child may be put onto the amber traffic light. If a child misbehaves repeatedly the child would be put onto the red traffic light, when the child will consider his/her actions. We may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. We ask the child to consider his/her actions and how they could be put right, sometimes keeping a behaviour diary
- 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 or a group of children persistently breaks our golden rules then they will miss part or all of their playtimes and lunchtime play
- If a child threatens, hurts or bullies another pupil, the staff dealing with the incident records the incident and the child is punished appropriately. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. A behaviour book may be introduced so school and home can monitor the behaviour.
- If a child's behaviour does not improve and continues to be serious acts of anti-social behaviour then an internal exclusion can be given. If unacceptable behaviour continues a fixed –term exclusion can be given or the child can be permanently excluded if their behaviour does not improve. Both these actions are only taken after the school governors have been notified.
- Use RM Integris to document any issues.

The class teacher discusses the golden rules with each class. In addition to the school golden rules, each class also has its own set of classroom promises, which are agreed by the children and displayed on the wall of 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'.

All classes use a traffic light system – a sunshine, green, amber and red. All children start on green – if their behaviour is exemplary they can move up onto the sunshine. If their behaviour has lapsed then the child may be moved onto the amber or red if necessary. All children are given the opportunity to put right their actions.

We believe that a child showing inappropriate behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept the consequence should they continue to misbehave. The consequence given to the child will vary according to the age of the child and the inappropriate behaviour observed. If a child has behavioural problems or are vulnerable, then the sanctions applied to inappropriate behaviour are determined by the needs of the child. All staff are aware of the children who have behavioural problems and how to deal with any inappropriate behaviour.

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. Please refer to our Anti-Bullying Policy.

All members of staff are 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. Please refer to our Restraining Policy.

The role of the class teacher and support staff

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 staff 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 staff treat each child fairly and enforce the classroom code consistently. The staff treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the staff keep a record of all such incidents on RM Integris. In the first instance, the member of staff deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher deals with it and if necessary seeks help and advice from their phase leader, then the assistant headteachers, then the deputy head and finally the headteacher.

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 SENCo/Educational Psychologist.

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.

The role of the headteacher

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.

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 role of parents

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

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 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 can be made to the Governing Body.

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 headteacher 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 headteacher about particular disciplinary issues. However, the decision to exclude a pupil is the headteacher's alone although in certain cases the decision must be reviewed by the governing body discipline committee.

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-term periods (including lunch times), for up to a cumulative total of 45 school days in any one school year. The headteacher may also exclude a pupil permanently. In exceptional circumstances the headteacher may convert a fixed-term exclusion into a permanent exclusion.

A pupil will only be excluded for serious breaches of the school behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other people in the school. It will usually only occur where the school has applied a range of strategies to maintain the child in school and exclusion is deemed to be the final step. In exceptional circumstances, a pupil may be excluded for a one-off offence. This might include for example, a serious actual or threatened assault against another pupil or a member of staff, or supplying, possessing or using an illegal drug or carrying an offensive weapon. In all cases, the school will consult the DfES Guidance on Exclusion October 2004: Improving Behaviour and Attendance.

If the headteacher excludes a pupil, s/he informs the parents immediately the decision is taken by telephone and by letter the next day, giving reasons for the exclusion. At the same time,

the headteacher makes it clear to the parents that they have the right to make representations to the governing body. The school informs the parents how to make any such representations.

The headteacher informs the LEA and the governing body about all exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of three members. This committee must meet to consider the headteacher's decision to exclude and hear any representations by parents or statements from the LA, for:

- any exclusion which will cause the pupil to miss a public exam
- all fixed-term exclusions totalling more than 15 school days in a term, and
- all permanent exclusions
- fixed-term exclusions totalling between 5.5 and 15 days in a term, only when parents wish to make written and/or oral representations
- fixed-term exclusions totalling 5 days or less in a term, only when a parent wishes to make written representations

When the discipline committee meets it must decide whether or not the pupil has done what has been alleged, and if so, whether exclusion was the correct sanction. It will consider the circumstances in which the pupil was excluded, any representations by parents, the LA and the school. For permanent exclusions fixed-term exclusions totalling more than 5 days in the term (and the pupil is still out of school when it meets), and any exclusion which means the pupil will miss a public exam the committee must decide whether or not the pupil should be reinstated.

For other fixed-term exclusions:

- totalling 5 days or less in a term, the committee is not required to make a decision, although it can make a judgment as to whether or not the exclusion was justified.
- totalling between 5.5 and 15 days in a term where the pupil has already returned to school, the committee must decide whether or not the exclusion was justified.

The headteacher must comply with a decision of the discipline committee to reinstate a pupil in school.

Parents only have a right of appeal to the Local Authority Independent Panel if the discipline committee decides not to reinstate a pupil who is permanently excluded. The decision of the independent appeal panel is binding on all parties.

Behaviour outside School

Unacceptable behaviour outside school on school business, for example on school trips, will be treated as if it had taken place on the school premises and will be treated in accordance with this policy. Unacceptable behaviour outside school but not on school business will be a matter for the headteacher's judgment as to whether or not it warrants either fixed-term or permanent exclusion depending on the circumstances of the case and how it impacts on behaviour and discipline among the pupil body as a whole.

Monitoring

Through monitoring and evaluation procedures and review of the School Development Plan the school will discuss the policy annually and make any necessary changes to ensure all children

take responsibility for their behaviour and learning at Brunton First, and all adults support this approach.

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 some classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in an incidents book.

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.

Signed:



Headteacher

Chair of Governors

Date: November 2016

September 2017

September 2018

Review Date: September 2019