



Twineham CofE School

Enjoy ~ Believe ~ Respect ~ Achieve



Positive Behaviour Policy

Our Behaviour Policy at Twineham CE School is based around consistent practice, positive encouragement and polite, respectful and thoughtful behaviour. It is underpinned by our key school values and Christian ethos which promote positive behaviour. This policy supports the school's Anti-Bullying Policy.

What is Behaviour?

Behaviour is the way members of the school community interact with and respond to different people and situations.

Principles

- Respect is shown to all members of the school community, to property and to the environment
- Positive behaviour is recognised and encouraged
- Behaviour which affects the rights of others to learn and work together is not acceptable
- Bullying in any form is not tolerated

Aims

To create an environment in which:

- children have a strong positive respect for themselves and others
- effective teaching and learning can take place
- children feel valued and safe
- appropriate behaviour contributes to the well-being of the school community

To fulfil these aims, staff:

- are consistent in their management of behaviour
- use positive language
- emphasise and model politeness, kindness and mutual respect
- recognise and value individual achievements and contributions
- encourage children to be responsible for their own personal conduct
- liaise with parents regarding their child's behaviour
- discuss and teach values through Personal, Social, Health and Economic (PSHE) Education and Citizenship
- explore and teach values through collective worship and assemblies

This policy outlines the strategies we use to ensure the aims are met.

What is unacceptable behaviour?

This may occur in a variety of forms:

- **Not following rules set by the school**
- **Emotional** – being deliberately unfriendly, excluding, tormenting, intimidation
- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Verbal** – name calling, malicious sarcasm, spreading rumours, malicious teasing
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Damage to property or theft** – taking personal property or coercing a pupil to hand over property to them

- **Cyber** – email, social media or messaging misuse, telephone calls or misuse of associated technology such as camera or video facilities

The role of the class teacher:

It is the responsibility of the class teacher to ensure that positive behaviour is promoted in their class, and that the class behaves in a responsible manner during lesson time. The class teachers 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 class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. The class teacher reports to parents about the progress of each child in their class. 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 Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts 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, building a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to discipline a child, parents should 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. If the concern remains, they should contact the Headteacher, then the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors:

The Governing Body reviews the effectiveness of this policy and supports the Headteacher in carrying out the 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 will take this into account when making decisions about matters of behaviour.

A code of conduct

Each class will agree a code of conduct – class rules – at the beginning of the year. The rules are based on our school values and every child and adult is to commit to these rules. They are written using positive language, for example:

- Listen carefully when someone is speaking to you.
- Allow others to get on with their learning.
- Keep hands, feet and objects to yourself.

These are reviewed for effectiveness with the children throughout the year and amended as needed. In all classes, rules are prominently displayed in such a way as to be accessible to all members of the class. Each class uses a tiered board system where children's names are placed on a board and they can move between these boards during the day. They all start in the same place at the beginning of every day e.g. on the 'sunshine' or 'green' board. They can all move 'up' or 'down' from this starting point. It is made clear to children what they need to do to move 'up', especially if they have moved 'down' from the start board.

Positive reinforcement strategies

Pupils who follow the rules will be celebrated wherever possible through immediate verbal praise specific to the acknowledged behaviour (“Thank you for putting your chair under the desk, Simon”). This style of encouragement is the keystone to encouraging positive learning behaviour.

- In class, time is made for children to show particular achievements from a lesson or home learning and praise is given.
- Celebrations (smiley faces, ticks, stickers) lead to team points. These may be for a positive attitude to learning, appropriate behaviour, demonstrating our Christian values, being polite and helpful etc
- Golden time at the end of the week can be rewarded.
- Positive contact to parents – speaking with parents and sharing work.
- Headteacher’s Award stickers and sharing learning with the Headteacher.
- Positive behaviour is celebrated and rewarded with gold certificates in Celebration Assemblies with all staff and parents

Rewards are not to be taken away once awarded.

Minimising and responding to unacceptable behaviour

Adults in the school seek to minimise the opportunity for pupils to misbehave through:

- Early establishment of their authority in a secure, confident but relaxed manner;
- Establishment and maintenance of shared expectations of behaviour, routines and structure;
- Lively and sensitive input;
- Considered, sensitive and skilled early intervention, this may include directed choice, e.g. you can stay in your seat and work quietly or move to the table over there and work on your own.

Sanctions

Pupils who choose not to follow the rules are subject to the following set of sanctions. These sanctions are consistent in all classrooms and are in an order of hierarchy. However in extreme cases of inappropriate behaviour it may be necessary to go straight to a specific sanction such as losing time or going to see the headteacher. When giving the sanction, after a polite reminder, the consequence of continuing the action should be made clear. The sanctions are:

➤ Polite Reminder

Using a principal of least intrusive response, pupils are reminded that they are not adhering to a class rule. They are calmly told the rule they are infringing and asked to comply.

➤ Warning

A child failing to comply with a polite reminder will be issued with a warning. This is designed to highlight the fact that they are displaying undesired behaviour and that further sanctions will follow if the child continues to misbehave. A warning is shown by moving the child’s name onto the cloud / grey board. A child may be asked to work on a table on their own within the classroom environment to restore good learning behaviour. At playtime the warning will be verbal.

➤ Lose time

Continued misbehaviour will result in the child losing time from their next playtime / Golden Time and the child’s name remains on the red zone of the behaviour chart. If some of playtime is lost the child should have the opportunity for a short break where possible. If this happens frequently with the same pupil then a more personalised support plan will be considered.

Misbehaviour during playtime will result in the child standing next to a member of staff who is on duty to reflect on their behaviour and calm down before returning to play. The class teacher is to be informed of this at the end of play.

Internal exclusion

A pupil who causes consistent disruption to the learning of others may work outside of the classroom. This is called an internal exclusion. The child's return to class will be decided based on their readiness to return to learning with their peers. An internal exclusion may last for part of one lesson or up to a whole day in cases of more extreme behaviour that poses a risk to the learning of other pupils but does not meet the fixed-term exclusion criteria below.

Parental Involvement

This is at the discretion of the class teacher for any of the sanctions given after the sanction of losing time. Parents will be informed of an internal class exclusion on the day it has occurred wherever possible. The head teacher or class teacher should seek to meet with parents or make a phone call home to discuss the issues. It is important to keep parents informed of their child's behaviour and to foster as much support from home as possible. School staff will take notes in the meeting and keep them on file.

Behaviour Support Plan

For children who find following the school's rules and expectations a challenge a behaviour support plan is to be implemented. This will support a child with their behaviour and ensure there is a consistent approach when supporting a child. A behaviour support plan will be agreed by the SENCo with the child's class teacher, the child and the child's parent/s. All staff and the parent/s will be aware of the plan and be consistent in its implementation. A review of the plan is to take place as circumstances change. The involvement of outside agencies is to be considered and staff members will engage with the agency involved.

External support

Persistent behaviour concerns may lead to a referral for support from the Learning Behaviour Advisory Team (LBAT). An assessment would be carried out in school to identify support required to improve a pupil's learning behaviour.

Fixed-term and permanent exclusions

Exclusions are a last resort. Only the Headteacher (or 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 for persistent breaches of the school behaviour policy. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he 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. The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If permanent exclusion is becoming a possibility, then efforts will be made to organise a multiagency meeting for the benefit of the child. Attendees may include parents, teachers, teaching assistants, social and health workers, community/youth officers etc. The Early Help and Pupil Entitlement teams will be contacted to discuss support for the pupil at risk of exclusion. Targets will be agreed to help improve behaviour and reduce the risk of exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. In the event of an appeal against an exclusion, the Governing Body will form a panel which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. The panel will consider the circumstances in which the pupil was excluded, consider any

representation by parents and the Fair Access Team, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Use of reasonable force

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances (Section 93, Education and Inspections Act 2006)
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

'Reasonable in the circumstances' means using no more force than is needed. Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of school staff have a legal power to use reasonable force.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document 'Searching, screening and confiscation: advice for schools' at

<https://www.gov.uk/government/publications/searching-screening-and-confiscation#history>

Bullying

Any incidents of bullying will be dealt with firmly, fairly, promptly and confidentially. Please see the Anti-bullying Policy.

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