

Emmanuel Holcombe C of E Primary Behaviour policy

**Vision Statement**

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

## Mission statement

In our small, friendly school, everyone respects and cares for one another

In our community, church, home and school we work together to grown in faith and friendship

In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

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Statement of intent

At Emmanuel Holcombe Primary School we aim to create a positive caring and encouraging atmosphere, in line with the Mission statement, where all can succeed.

The school is committed to:

* Promoting positive behaviours that enhance learning.
* Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
* Praising and rewarding good behaviour.
* Challenging and disciplining inappropriate behaviours.
* Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
* Encouraging positive relationships with parents.
* Developing positive relationships with pupils to enable early intervention.
* A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
* Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

## School and class rules

The school promotes positive behaviours in order to reinforce the vision and mission statement.

School rainbow rules are displayed in classes and around school. Classes discuss the rainbow rules at the beginning of the school year and explore what the rules mean for their age range. These will become the class rules.

For example working hard in class 1 may mean choosing a variety of areas to work in. Working hard in class 4 may mean being proactive in your learning and apply your understanding to additional learning.

## The school rainbow rules are:-

Listen Work hard Be kind

Be positive Be honest

Be respectful Be polite

## Rewards and consequences

We praise and reward children in a variety of ways: House points

Moving to the gold trophy- positive message home and golden lanyard Class rewards

Verbal praise

Awards in celebration assembly Half term head teacher award

A whole school approach of a football field is used to promote positive behaviour and indicate poor behaviour choices.

All children start the day on the football field. When a child is spotted following a particular aspect of the rainbow rules, they move up to the bronze trophy. Children may progress to the silver and gold trophies by being spotted following different aspects of the rainbow rules.

For example if a child was moved up for excellent listening, they would need to maintain this to stay on bronze. To advance to silver they would need to be spotted following a different aspect of the rainbow rules e.g. being kind.

Children spotted following a rainbow rule to an exception standard for their age can be moved straight to gold for example a child show exceptional kindness that would not normally be expected may be moved straight to gold.

Class teachers may also wish to have class incentives including verbal praise, house points, bingo squares, raffle tickets etc.

Children who achieve gold will receive a positive message home either a text, email or the teacher speaking to their parent at the school gate. The child will be entitled to wear a gold lanyard for the rest of the day and the following day in school.

Children who chose not to follow the rainbow rules will move their name down to the bench, then yellow card and then red card for each time they chose not to follow the rules.

A child will be moved back to the pitch when the rainbow rules are being followed. Children will be reset for negative choices at the beginning of each day and at lunch time.

A child may be moved straight to red for an exceptional disregard of the school rules. For example physically or emotionally hurting another child on purpose, swearing, defiant attitude, deliberate damage of environment, absconding from an adult, stealing, threats or being disrespectful.

Children who move onto red will receive a consequence and the class teacher/ staff member will speak to their parent’s either at the school gate or by telephone.

# Beyond the classroom

Discipline around school is the responsibility of the whole staff. Teaching and support staff will deal with any situation as it arises. In the case of any serious incident, support staff will refer to the appropriate teacher.

## Peelers

Peelers follow the same system as in school and have their own football pitch. Children who move onto red will receive a consequence and a member of SLT will speak to their parent’s either at pick up or by telephone.

# Lunchtimes

Lunchtimes are a time for socialising and playing. The following are some ways we seek to make these times a fun and safe part of the day.

* Regular contact with SLT, discussing progress and offering support.
* Supervisors leading children’s games and activities
* The yard/ hall to be divided into zones to enable activities to take place in designated areas.

Sanctions at dinnertime

* A child who breaks a school rule is given a warning.
* If the child continues to misbehave then they will be stood out for 5 minutes.

Times when the class teacher/ SLT needs to be informed

* If the child continues to misbehave after being stood out.
* If a child is rude or abusive to a member of staff.

Misbehaviour which is in breach of child safety should be reported to a teacher or senior member of staff immediately

# Positive relationships and approach

Positive adult-pupil relationships are key to promoting positive behaviour. The school focusses heavily on forming these relationships to allow adults to understand the children and create a strong foundation from which behavioural change can take place.

Adults will enforce a number of strategies to establish positive relationships with the children including:

* Ensuring children understand what is expected of them.
* Creating a positive environment where every child feels comfortable and respected.
* Showing an interest in each children’s interests, talents, goals, likes and dislikes, and their family.
* Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

# Use of Reasonable force to control or Restrain Pupils

Following the Education Act 2006, the headteacher authorises teaching staff (excluding supply teachers) to use reasonable force to control or restrain pupils.

* Where a criminal offence is being committed
* Where pupils may injure themselves or others, including adults
* Where there is a risk of significant damage to property
* When the action occurs on the school premises or during an authorised activity off the premises

The degree of force must be appropriate to the nature of the incident and those involved in it. Physical intervention might involve:

* Physically interposing between pupils
* Standing in the way of a pupil
* Holding, pushing or pulling
* Leading a pupil away from an incident by the hand or by gentle pressure in the centre of the back.

In extreme cases more restrictive holds might be used. Any incidents should be reported to the headteacher immediately.

**Roles and responsibilities**

# The governing body has overall responsibility for:

The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

Handling complaints regarding this policy, as outlined in the school’s Complaints Procedure.

# The headteacher is responsible for:

It is the responsibility of the headteacher 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 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

# The SENCO is responsible for:

Collaborating with the governing body and headteacher to determine the strategic development of behavioural and SEMH policies and provisions in the school.

Supporting teachers in the further assessment of a pupil’s strengths an areas for improvement and advising on the effective implementation of support.

# The class teacher in responsible for:

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that the behaviour checklist is referred to daily. It is expected that the children are ready to learn and show positive learning behaviours 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.

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 him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from colleagues.

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 of LEA behaviour support service.

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.

# All members of staff, volunteers and support staff are responsible for:

Adhering to this policy and ensuring that all pupils do too.

Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

# 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 explain the school rules in the school prospectus, and we expect parents to read these and support them.

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. Parents are asked to inform the class teacher if home circumstances change and there may be an effect on their child’s behaviour.

If the school has to use reasonable sanctions to punish 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 and school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

# Exclusions

On the very rare occasions that a child refuses to adhere to the policy through their continued and repeated inappropriate behaviour the headteacher has the duty to maintain discipline and good conduct. In furtherance of this, the headteacher has the right to exclude children from school at their own discretion, either temporarily or permanently.

# Temporary Exclusion

The headteacher can exclude a pupil for up to 45 days in any one school year. Before the decision is made, the headteacher will naturally consider relevant facts and firm evidence and allow the accused pupil to give his or her account of the incident.

Exclusions will be considered where:

There has been a serious breach of the school’s behaviour policy A range of strategies has been tried to no avail

Allowing a child to remain in school would harm the education or welfare of themselves or other children

Normally be this stage parents will be aware of their child’s behaviour difficulties and will already have been in contact with the school on previous occasions.

There are some forms of behaviour, however which will result in a child being excluded from school immediately. These are:

Assaulting a member of staff, either physically or verbally Deliberately causing a serious injury to another pupil Vandalism

Possessing drugs or offensive weapons

Where the decision to exclude a child is made, parents will be contacted. The LEA will also be informed. If a child continues to disrupt, after repeated exclusions, then the school will seek to look at a managed transfer or permanent exclusion.

# Use of reasonable force to control or restrain pupils

Following the Education Act 2006, the headteacher authorises teaching staff (excluding supply teachers) to use reasonable force to control or restrain pupils.

Where a criminal offence is being committed

Where pupils may injure themselves or others, including adults Where there is a risk of significant damage to property

When the action occurs on the school premises or during an authorised activity off the premises

The degree of force must be appropriate to the nature of the incident and those involved in it. Physical intervention might involve:

Physically interposing between pupils Standing in the way of a pupil Holding, pushing or pulling

Leading a pupil away from an incident by the hand or by gentle pressure in the centre of the back. In extreme cases more restrictive holds might be used. Any incidents should be reported to the headteacher immediately.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: Education Act 1996 ; Education Act 2002 ; Equality Act 2010 ; Educations and Inspections Act 2006 ‘ Health Act 2006 ; The School Information (England)

Regulations 2008; DfE (2016) ‘Behaviour and discipline in schools’; DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’; DfE (2018) ‘Mental health and behaviour in schools’; DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’ ; DfE (2013) ‘Use of reasonable force’; Voyeurism (Offences) Act 2019 1.1.2.

This policy operates in conjunction with the following school policies: Anti-Bullying Policy; Social, Emotional and Mental Health (SEMH) Policy ;Special Educational Needs and Disabilities (SEND) Policy ;Child Protection and Safeguarding Policy ; Positive Handling Policy ; Complaints Procedure