

Asfordby Captains Close County Primary School

BEHAVIOUR POLICY

Responsibility for Review	
Period of Review	3 years
Date of Last Review	January 2019
Date of Next Review	January 2021

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Definition

This policy sets out the expectations of behaviour at Asfordby Captains Close Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise.

Aims

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

All teachers are responsible for dealing with incidents in and around school. If in doubt, they can refer to senior management team and ultimately to the Head.

Role of the Head

It is the responsibility of the head teacher 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 head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour and 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 head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and in line with LA guidance.

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, home school agreements and on our website , 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 learners' policy. 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 the school has to use reasonable sanctions to punish a child it is essential that 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 or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this

into account when making decisions about matters of behaviour. The Governors should follow the normal grievance procedure in cases of complaint.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide a environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed.

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

We have 3 school rules:

Care for Everyone and Everything
Follow instructions at all times
Show good manners and respect at all times

The expectation is that these are positively reinforced through R time dedicated teaching and our agreed praise system linked to the award of Captain's Coins for individual rewards and whole class Golden time. In addition to this, children will be recognised at assembly for character commendations and may be invited to share achievements across the wider community.

Rules and procedures should be;

- be positively stated, telling the children what to do rather than what not to do;
- Give clear choice and consequence options
- Actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

If school rules are broken we need to know:

- What happened
- When
- How often
- In whose company
- In what circumstances

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying physical or verbal (see policy), deliberate injury or attempted injury, deliberate serious damage to the school environment and contents, stealing and truancy.

Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour. Children will also be encouraged to explore their behaviour and responsibilities and strategies for managing this within our Behaviour log system. These will be shared with parents to ensure we work together to promote positive behaviour management strategies.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided where possible as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Possible sanctions include:

- Expression of disapproval
- Referral to SMT, SENCO and Head
- Home/ school behaviour report to record positives and negatives and where appropriate shared with the Headteacher or assistant Headteacher
- Time out class exclusion
- Internal exclusion for set period with TA
- Letters to parents
- A letter of apology given to the injured party or persons.
- Extra tasks to complete at leisure times and/or for homework
- Missing part or all of play or lunchtime (this would normally be linked to playtime red cards, not in class behaviour management)
- Non participation in extra curricular activity.
- Ultimately Exclusion (fixed term or permanent) (following National/LA guidelines on exclusion policy)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. This may include fixed term or permanent exclusion.

A decision to exclude a pupil permanently will be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Time to discuss issues with the children is important and may take place during assemblies, or PSHCE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Where it is felt necessary help from the Educational Psychologist and/or Behaviour Support Service may be called upon through discussion with the SENCO.

Information on how incidents of bullying are handled is contained within the Anti Bullying policy.

Supporting documents: **Exclusion Policy , Exclusion from maintained schools, Academies and pupil referral units in England**
A guide for those with legal responsibilities in relation to exclusion

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. These are recorded on our CPOMS systems. Staff and children record incidents which are collated by the phase leaders and reported to SMT. The head teacher can intervene at any point when behaviour is deemed more severe. The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the advisory board cluster to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.