



St. Michael's C.E. Primary School

Learning together through love, friendship, forgiveness and faith .

Behaviour Policy

**This is to confirm the above policy was ratified
By the Governing Body.**

B Smith

Signed:.....

Name.....**Becky Smith**.....

Chair of Governors

Date: 18th September 2017

Review Date: September 2019

Behaviour Policy

Exceptional behaviour is at the heart of effective learning and at St Michaels we have three rules:

- We will be safe
- We will be ready
- We will be kind and respectful

We believe in the 6 R's and celebrate those who have shown each value. The 6 R's are:

- Respectful
- Resourceful
- Reflective
- Resilient
- Rational
- Responsible

Expectations of adults

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. Routines for behaviour in the classroom and around the school are explained and reinforced.

Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so at St Michaels:

- We have mixed ability pairs and tables, not children grouped or sat by notions of ability
- We expect that through expert teaching, great tasks that are scaffolded where appropriate, and given time, all children can learn age related content;
- we articulate and, more importantly, act a growth mindset;
- we expect that all children will attempt work independently. Teaching Partners do not sit with the same child or group of children each lesson, instead TP's are deployed to children or groups of children based on needs in each individual lesson. Our children who need the greatest support get it from the most experienced, skilful adult - the teacher;
- we (or our TP's) intervene on the day if children have not grasped a concept so that they are ready for the next lesson; and
- we talk about children who have quickly grasped a concept or those who are new to it. We do not label children or groups of children by their perceived ability.

Positive adult / child relationships are crucial.

We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and are calm if they get it wrong. Behaviour is functional, predictable and changeable, so:

- we show unconditional positive regard for all children;
- we influence children's moods to be more positive;
- we invest time in building trust and relationships with all children; and
- we embody Rob Long's mantras:
 - consistent to our principles, flexible in our practices;
 - it doesn't have to be perfect to be good;
 - behavioural mistakes are learning opportunities;
 - attitude is everything;
 - fight fire with water;
 - analyse, don't personalise; and
 - if we can predict it, we can prevent it.

Expectations of children

Through expert teaching, we encourage and expect children to develop behaviours for learning, including:

- engagement,
- collaboration,
- participation,
- communication,
- motivation,
- independent activity,
- responsiveness,
- self-regard / self-esteem, and
- responsibility.

Encouraging desirable behaviour

All adults:

- model and explicitly teach appropriate behaviour,
- acknowledge the meeting of expectations,
- praise children for exceeding expectations and not merely meeting them,
- use intrinsic rewards such as attention, praise, informing parents or granting privileges,

- are aware that extrinsic rewards can distract from learning and use them sparingly and with professional judgement and
- use class time to develop positive relationships with children over and above day to day interactions.

Dealing with unacceptable behaviour

Adults ensure that children are given a chance to change undesirable behaviour through:

- using reminders of expectations and the school rules,
- using private, firm disapproval, planned ignoring or non-verbal signals,
- using warnings, choices and consequences.

Adults may use the following sanctions, with the choice of sanction being made with the goal that it will make the undesirable behaviour less likely to recur:

- separation from a group within class,
- loss of privileges at school or at home,
- keeping children in at break or lunch time / detention,
- spot-visits to classrooms by leaders,
- supervised separation from the class / internal exclusion and
- physical guidance or restraint in potentially hazardous situations (see the separate restraint policy).

Exclusion

Exclusion from school is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the

Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England - A guide for those with legal responsibilities in relation to exclusion' (2015). Reviewed March 2016

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected

characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

A decision to exclude a pupil permanently should only 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.

The purpose of exclusion may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school and support services A pupil may be excluded for a maximum of 45 days in a school year.

Parents/carers/governors need to know the length of the exclusion and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents/carers have further rights to make representations to the school governors and to the Local Education Authority.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

Parents/carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher, the Attendance Officer and a representative of the Chief Education Officer. Parents also have the right to request a meeting with the school governors. If they wish to do this, must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

Provision of Work during an Exclusion Period

In accordance with Department for Education guidelines, and to minimise the disruption that exclusion can cause to an excluded child's education, where possible, the school will set and mark work for the first 5 days of the exclusion.

Record keeping

Class teachers keep records of inappropriate behaviour in a class book. More serious behaviour is recorded in an 'Incident Report' book. On occasion, the Headteacher or other member of the leadership team may inform the parent of a behaviour incident by letter and a copy of this is attached electronically to the pupils file. 'Achievement Assemblies' allows teachers to record positive or commendable behaviour and excellent achievement, for example outstanding work.

Pupils' conduct outside the school gates – teachers' powers

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances to such extent as is reasonable.

If an incident of non-criminal bad behaviour and bullying occurs anywhere off the school premises, which is witnessed by a staff member or reported to the school, the Headteacher may decide to address the behaviour with the pupils and/or parents concerned.

The Headteacher may discipline pupils for:

- any misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or ➤ wearing school uniform or
 - in some other way, identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or ➤ Could adversely affect the reputation of the school.

We believe in an effective and meaningful partnership between home and school. We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. The SEND lead and Headteacher are available to support parents with difficulties that they may be experiencing and the school is able to suggest local parenting courses to parents. The SEND lead and Headteacher are able to give a list of parenting programmes available in RBWM.

This policy complies with Section 89 of the Education and Inspections Act 2006.

Policy reviewed: September 2017

Next review: September 2019