

April 2015

Roxeth Mead School

Behaviour Policy

For Key Stage 1 and Early Years Foundation Stage

Roxeth Mead School aims to encourage pupils and staff to adopt a code of conduct that adheres to the highest standards of behaviour, principles and values. We aim to promote trust and mutual respect for everyone, in an environment where warm relationships and good manners are considered crucial in forming a happy and self-confident child.

The purpose of this policy is to set out the framework for creating an orderly self-disciplined community which allows all pupils to learn effectively and flourish in a pleasant and secure atmosphere. **It fulfils the schools' duties under the Equalities Act 2010 including issues related to pupils with special educational needs or disabilities.**

We believe that high-quality teaching and a curriculum which meets the needs of all pupils in a meaningful way will avert many potential behaviour difficulties. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to acknowledge their consequences. Pupils will be encouraged to be:

- Kind
- Polite
- Sensitive and considerate of others
- Careful with others' property
- Honest
- Helpful
- Hard working

In creating this ethos at Roxeth Mead we feel that the pupils will be able to develop:

- Responsibility for their learning environment
- Independence of mind
- Pride in themselves and their school
- Self-control
- A sense of fairness
- Tolerance for others' way of life and differences
- The ability to express valid opinion

Our commitment to good behaviour will ensure that all pupils and staff feel safe at Roxeth Mead School.

Any incidents of unpleasant and inappropriate behaviour that do not follow our code of conduct will be dealt with firmly and promptly.

In formulating this policy we have followed the current statutory guidance and legislation with particular reference to *Behaviour and Discipline in schools (2014)*

As set down in the statutory guidance for schools the Directors and Senior Management consulted with pupils in creating a school code of conduct which is the basis of this policy. Parents are encouraged to support the policy by referring to the responsibilities of parents in the procedural section of this document.

This policy is related to the following policies and procedures

- Anti-bullying
- Child Protection
- Educational Visits
- Restraint and control
- E-safety
- Staff handbook.

Roles and responsibilities of the Head Teacher, other staff, directors, pupils and parents

The **Head Teacher** will be responsible for ensuring that this policy is implemented and for reporting to the Directors on its impact. She will:

- Set clear boundaries for behaviour
- Have high expectations for the pupil's conduct so good standards of behaviour are maintained
- Ensure that teaching of good behaviour takes place in school
- Ensure behaviour strategies are in place and are implemented by staff
- Ensure that staff follow the school's policy and procedures on reward and sanction
- Involve the pupil body in formulating the school's behaviour policy and keep them informed about the school's code of conduct on a regular basis.
- Inform parents through this document and the parent's handbook of the rewards and sanction policy, explaining the school's approach in dealing with misbehaviour
- Inform an individual pupil's parents if there is a serious case of indiscipline.
- Inform an individual pupil's parents of serious misbehaviour that could result in exclusion

- Inform parents if a member of staff has had to use on their child control and restraint in a significant incident of indiscipline (*refer to the school's policy on control and physical restraint*)
- Advise the parents of the procedure in making representation to the Chairman of the Board of Directors regarding a serious case of indiscipline that should result in exclusion which the parents wish to appeal against
- Address promptly any complaint a parent or pupil makes regarding the implementation of the rewards and sanctions policy

The **Head Teacher and Staff** will apply the principles and procedures set down in this policy when implementing the whole-school approach to positive behaviour.

Pupils will be consulted fully when rules are being decided and will be expected to observe them.

Parents will be required to respect the school's behaviour policy and ensure that they give their full support in dealing with their child's behaviour

The **Directors** will:

- Ensure that they receive training to fulfil their role.
- Have regard to any guidance given by the Secretary of State.
- Make and review a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour
- Notify the Head Teacher and give her related guidance *if* they want the school's behaviour to include particular measures or address particular issues
- Ensure that the school's values and principles promote respect, fairness and social inclusion, and that these are reflected in the Rewards and Sanctions policy
- Ensure that the school's values and principles can be explained and understood by the pupils
- Ensure that the policy represents, through consultation, a widespread agreement amongst pupils and parents
- Encourage a healthy balance between rewards and sanctions to encourage positive behaviour
- Promote behaviour improvement as a means of improving learning and teaching
- Provide an environment that is conducive to promoting good behaviour
- Convene if parents makes a formal complaint about the Rewards and Sanctions Policy
- Convene if parents appeal about the Head Teacher's decision to exclude a pupil

Arrangements for monitoring and evaluation

The Directors will evaluate the impact of this policy by receiving once a term a report from the Head Teacher on:

- Pupil behaviour.
- Fixed-term and permanent exclusions – number of and analysis of behaviour
- Instances of bullying and action taken
- Support provided for the victims.

Prior to any review of the policy, feedback will be sought from the staff, pupils and parents on the effectiveness of the policy.

Procedures for Implementing the Rewards and Sanctions Policy

At Roxeth Mead School all staff will maintain a consistent approach towards behaviour management.

As set down in *Behaviour and Discipline in schools (2014)* Roxeth Mead School will adopt procedures and practices that will help the pupils learn how to behave appropriately, and the staff will provide good examples of behaviour in their dealing with adults and children

At the beginning of each year the Head Teacher will engage the whole school in considering the school's code of conduct so that the Behaviour and Discipline policy is reviewed and pupils are reminded of their responsibilities. She will report back to the Board of Directors.

New Staff will receive induction regarding these procedures.

All Staff

- Must treat all children equally, irrespective of gender, race or religion
- Must be aware of home background, culture, race and language when issuing sanctions
- Play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- Have a responsibility to model the type of behaviour that is felt to be acceptable and act as role models
- Will follow the school rules consistently
- Will be alert to signs of bullying and racial and sexual harassment, dealing with it firmly and ensuring that the Head Teacher and other staff members are alerted to such problems
- Will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- Will support each other in maintaining good classroom management and show sensitivity to others' needs and difficulties
- **The staff will receive training , development and support for dealing with behavioural issues**

Self Esteem

Promoting self esteem is considered to be an important element in establishing good behaviour. Staff will:

- Recognise the pupil's achievements, academic or otherwise
- Ensure that rewards are accessible to all children
- Acknowledge achievements and foster a sense of community in the weekly whole school assembly
- Encourage pupils to share their achievement with the Head Teacher, their parents and other children
- Display examples of pupils' work and achievements in the classrooms and around the school
- Provide support with pupils' transitions. Transition is seamless as all parts of the school mix with each other during the school day.
- Support will be given to children and families where behaviour and conduct has not been considered appropriate. The Head Teacher will be able to advise on relevant bodies who can provide assistance.

Care of School Premises and Property

Self esteem is further developed by fostering in the pupils a pride and sense of responsibility for their environment. Everyone is encouraged to feel a sense of ownership for the school and grounds, ensuring that they take care of the school premises and property:

- Staff display children's work to a high standard
- The building is expected to be kept clean and tidy
- The grounds are expected to be kept litter free and well maintained
- The pupils are encouraged to take care with school equipment, books and toys
- The pupils are encouraged to maintain a clean and tidy and environment
- Any damage or graffiti is addressed promptly.

Rewards

It has long been established that the most effective way of enabling children to behave properly is by positive reinforcement. By praising and rewarding positive behaviour, others will be encouraged to act similarly. Children should always be praised for good and considerate behaviour. Praise will be given by:

- Frequent use of encouraging language and gesture
- Class teachers acknowledging a pupil's willingness to behave well or work hard by giving stickers
- Showing good work to the Head Teacher and other members of staff who will give stickers
- The pupil being commended in the weekly whole school assembly with a Merit Badge
- The staff will share with parents the pupil's achievement and good behaviour

Sanctions

Disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community. Sanctions are never cumulative and must never humiliate the child. They are designed in such a way that the children learn from their mistakes and understand the consequence of their actions.

Corporal punishment is banned at Roxeth Mead School

At Roxeth Mead School disciplinary action will be imposed for the following:

- Disobedience
- Biting, spitting, hitting and kicking, pushing etc.
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Answering back, rudeness or aggression to adults in the school
- Untruthful statements
- Stealing
- Racist and sexist comments
- Gangs
- Bullying
- Anti-social behaviour
- **Malicious accusations against members of staff**

Unacceptable behaviour is not tolerated in any form. Every incident is investigated immediately; where there is a victim he/she is given support to help their self-esteem.

Roxeth Mead School ensures that all sanctions are fair and proportionate to the circumstances and the case. Staff will take into account the pupils' individual needs and circumstances when applying the school's sanctions policy; for example:

- special educational needs,
- language and cultural differences which could be wrongly perceived as insolence
- Children with emotional difficulties due to family circumstances. These will be dealt with pastorally rather than punished as disrespectful behaviour.

Usually a quiet firm reprimand from a member of staff is sufficient to correct errant behaviour. When there are squabbles these can be resolved by the pupils stating the grievance to an impartial adult who encourages the children to shake hands and put their differences behind them.

However if this fails to correct the behaviour of a pupil the following procedures may be adopted:

In the Classroom: The pupil is sent to sit in a recognised area for a length of time to calm down.

In the Playground: The pupil stands in a specific area of the playground or is removed to the conservatory for a cooling off period and to watch others playing well. The cooling-off/ time out will be commensurate with the child's age –i.e. 3 minutes for a three year old and 7 minutes for a seven year old. This punishment should be repeated as often as the unacceptable behaviour occurs. If the behaviour is particularly persistent, then the children are brought inside and sent to the Head Teacher.

Confiscation of the Pupil's Property

Occasionally pupils will bring to school inappropriate items which do not lend themselves to maintaining an environment conducive to learning, or pose a risk to themselves or others. These will be removed from the pupil and returned to the parent at the end of the school day with a verbal reminder that the item is not to be brought into school.

Sanctions for Serious Misbehaviour

If errant behaviour is not remedied, or the pupil has bitten or assaulted another child or member of staff, the misdemeanour and action taken are recorded in the 'Punishment Book', and if warranted the parents are informed. It may be decided that it is deemed necessary that the parents meet with the class teacher and the Head Teacher to discuss the best strategy to discourage the inappropriate behaviour. If required, the Head Teacher will offer pastoral support and advice about outside professional help.

Exclusions

In the extremely rare event that there is a major breach of school discipline (any action that could be construed as a deliberate act designed to have a serious effect on the school community or its environment) the Head Teacher reserves the right to exclude or request the parents to remove the pupil permanently from school.

The details of the exclusion will be treated in strict confidence and the reasons for the exclusion will be given in writing to the parents by the Head Teacher.

In the case of permanent exclusion, all fees owed to the school are payable and any deposits paid will be retained by the school.

Given payment of all monies owed to the school, all reasonable assistance will be given to help the pupil start anew in another establishment.

In the event of a permanent exclusion parents have the right to appeal to the Chairman of the Board of Directors who will consider the matter together with the appeals panel formed from Board members and possibly the outside school visitor.

The procedures will be explained to the parents at the time of the sanction.

Records of the appeal proceedings will be kept in the event that the parents wish to pursue the matter further by taking legal action against the School's decision to permanently exclude the child.

It must be emphasised, however, that because of the traumatic effect upon such young children, exclusions will only be used if every other strategy has failed.

Roxeth Mead School aims not to exclude any child.

Involvement of Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school has a right to expect that parents will give their full support in dealing with the child's behaviour, working in partnership with the school. The school will establish and communicate clearly the measures to ensure good order, respect and discipline so enabling parents and pupils to understand the expectations placed upon them.

We expect parents to:

- Send their child to school each day punctually, in regulation uniform, rested and equipped, ready to learn and participate in school activities.
- To inform the school by telephone if the child will be absent. The school will always contact the parents by telephone on the first day of an unexplained absence.
- Ensure that whenever possible holidays are not taken during term time. In exceptional circumstances parents should contact the Head Teacher to request her permission.
- To keep the school informed of behavioural difficulties they may be experiencing at home
- Inform the school of any trauma, or personal circumstances which may result in their child displaying behaviours outside the norm e.g. a death in the family, absence of one/both parents.
- Be prepared to work with the school to support their child's positive behaviour
- To attend meetings with the Head Teacher or other school staff, if requested, to discuss their child's behaviour
- Conduct themselves appropriately when communicating with staff members. Abusive, threatening or violent behaviour will not be tolerated, and the Directors will ban from the school premises those who behave in an unacceptable manner.

The school will endeavour to achieve good home/school liaison by:

- Promoting a welcoming environment from within school
- Giving parents regular constructive comment on their child's work and behaviour – good as well as bad, engaging them and, where necessary supporting them in meeting their parental responsibilities.

- Dealing effectively with reports and complaints about poor behaviour and bullying
- Encouraging parents to come into school and to attend events such as plays, sports day etc.
- Keep parents informed of school activities
- Involving parents at an early stage in any disciplinary problems

Involvement of Pupils

We believe that a positive learning environment and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. We encourage the children to take responsibility for their behaviour by involving them on an annual basis in contributing to the development of the school behaviour policy which is then revisited at the start of each term. This will take place within the context of PSHE lessons and class discussion. With the older pupils there is a school monitor system which gives them the responsibility to care for and befriend the younger children when playing in the school garden.

We expect pupils to:

- Follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way
- To act as positive ambassadors for the school when off school premises
- Not to bring inappropriate items to school
- To show respect to school staff, fellow pupils, school property and the school environment
- Never to denigrate, harm or bully others
- Cooperate with and abide by any arrangements put in place to support their behaviour

The school will ensure that:

- They are taught in an environment which is safe, conducive to learning and free from disruption
- Appropriate action is taken to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- Staff are good role models
- They are able to appeal if they believe that they have been disciplined unfairly

Roxeth Mead School Rewards and Sanctions Policy

To Be Reviewed by Directors, Head Teacher Staff and Pupils on an annual basis.