



# ASHTON KEYNES C OF E PRIMARY SCHOOL

## BEHAVIOUR POLICY

Policy  
Principles  
Learning behaviours

Our behaviour policy is written to fit in with our school motto:



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# Behaviour Policy

## Introduction

We recognise that central to our Behaviour Policy is the ethos of the school, to which everyone in school contributes. Providing a positive climate of openness, good interpersonal relationships and setting high standards is everyone's responsibility. We encourage every adult, all members of staff, parents and governors to take this responsibility seriously. Our Behaviour Policy is based on the following beliefs:

1. That all children/people like praise, and respond positively;
2. That we all show respect and consideration for each other;
3. That parents want the best for their children and certainly want them to behave well;
4. That the school is a safe and happy place for all children;
5. That the school recognises the importance of working with parents, children and staff to achieve this.

## School Rules

Class rules are set at the start of the academic year, by each class and are revisited regularly. As well as class rules, the school rules have been agreed by the whole school. They are as follows:

1. We treat each other with kindness and respect.
2. We know it is okay to make mistakes – mistakes help us learn.
3. We say sorry if we do something wrong.
4. We look after each other and make sure that no one is hurt or unhappy.
5. We listen and stay quiet when someone else is talking.
6. We always try our best.
7. We are happy to include everyone in our games.
8. We do our best to make all visitors feel welcome.
9. We help look after our school.

The school rules are continually reinforced through assemblies, lunchtimes, circle time and when praising or reprimanding behaviours.

## Growth Mindset and Learning Behaviours

We are constantly developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. The children in school today are going to be facing a variety of challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful.

Each class creates an environment in which the differences between a fixed and growth mindset are evident and learning powers are prominent so that both can be easily referred to, from Reception – Year 6. Through our teaching and through leading by example, we encourage our students to adopt a growth mindset approach to their learning. A Growth Mindset is about recognising it's ok to make mistakes and that our brains grow when we try. It can help alleviate frustrations that some students experience in their learning and hence reduce the frequency of potential low-level disruption.

In their lessons students are expected to be supportive of each other. Their mature, thoughtful behaviour is an outstanding factor in their successful learning. Their learning behaviours should make a strong contribution to good learning in lessons and they are expected to show responsibility in responding to expectations and set consistent standards for themselves. At all times, students should apply themselves wholeheartedly, listen carefully and show respect and encourage others to conduct themselves equally well.

## **Rewards and sanctions**

### **Rewards**

We acknowledge the importance of praise as an important tool in fuelling children's self-esteem. Children need to have their self-esteem boosted. We build on the strengths that each child brings to a situation. We aim to catch our children 'shining brightly' and create many merits to celebrate and encourage positive behaviour, attitude and progress. We develop learning from where the children stand. Throughout the school staff use a range of strategies which include;

- Praise – both publicly and privately
- Public mention and merit awards for a range of achievements, in whole school assemblies. There are 'Time to Shine' Celebration Assemblies when children share their achievements – good work, behaviour etc; these are noted in a special school book and on the website. Merits are awarded for a wide range of achievements including: behaviour at lunchtimes, manners, reading, presentation, sports, learning behaviours, singing etc.
- Headteacher rewards – scented stickers, termly Golden Headteacher merits.
- Class rewards /use of scented stickers/stars of the day/ week etc
- Weekly raffle
- Opportunities for taking responsibility.
- Sun, cloud and rain
- Classes 1 and 2 - 20 stickers
- Class R Bear Hugs

### **Sanctions**

From time to time there are occasions when there will be a need to apply sanctions. These include;

- Teachers use of professional judgement

- Writing a letter of apology
- Making up work time including; missing 5 minutes of break/lunchtime, writing about what better behaviour would be, making up work time in own time.
- Referral to the SLT /Head teacher
- Informal/formal discussions with parents
- Drawing up home school agreements. (home/school book)
- If a child's bad behaviour is serious or persistent, the child is referred to the Head teacher, parents contacted and outside agencies contacted where/when appropriate. In some circumstances the child may need an Individual Behaviour Programme.
- In extreme circumstance, exclusion. Thus would follow the school's exclusion policy and LA guidance.

## Specific programmes for individual children

If a child continually chooses to behave inappropriately and has to be given sanctions on a regular basis, it is likely that they will need an Individual Behaviour Programme. The SENDCO/Headteacher will implement the programme that will include: achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc.

Individual Behaviour Programmes will follow the guidelines of the Code of Practice and be **additional to and different from** the whole school behaviour policy but they will still remain within the general ethos of the School.

## School Council

We have a School Council which has representatives in each class. The School Council meets regularly to discuss any issues raised by staff or children. Each class has Circle Time, which is an opportunity for children to express their views on a variety of issues, including friendships, arguments, playtime issues etc. Also all classes receive minutes from the School Council meetings which are discussed during Circle Time.

## Bullying

By this we mean deliberate hurtful behaviour, repeated over a period of time and where it is difficult for those being bullied to defend themselves.

Bullying can be:-

- |           |   |   |
|-----------|---|---|
| Physical  | - | pushing, kicking, hitting, pinching and any other form of violence. It may involve threats. |
| Verbal    | - | name-calling, sarcasm, spreading rumours, persistent teasing                                |
| Emotional | - | excluding (i.e. not speaking), tormenting (i.e. hiding books), humiliation                  |

Persistent bullying can result in:-

- depression
- low self-esteem
- shyness
- poor achievement
- isolation

Unchecked bullying also damages the bullies who learn that they can get away with violence, aggression and threats and that this sort of behaviour gets them what they want.

We must make it clear to all in school that bullying will not be tolerated and all staff must act - and be seen to act - firmly against it. It is part of Social and Personal Education in every class every year and will also be the subject of assemblies. We ensure that children realise that they must report bullying. It is not comparable with telling tales. We encourage a climate within the school where children feel they can come forward and talk to adults about anti-social behaviour. We also realise that the offenders need help too.

### **What the school will do when bullying is suspected or reported**

1. Take the problem seriously and investigate the incident/s.
2. Talk to the bullies and victims separately.
3. Talk to others who may be witnesses to bullying.
4. Record any incidents of bullying
5. Decide on appropriate action, which may include:
  - apologies from bully to victim
  - contact with the parents if bullying persists;
  - support and encouragement for victim
  - opportunities for the bully to change his/her behaviour;
  - a written record of incidents and people involved;
  - monitoring the situation with victim and parent.

When parents report a case of bullying, it will be investigated immediately. However parents are advised to watch carefully for any signs of bullying and it possibly re-occurring. It is by nature secretive. The school needs to know when bullying is happening and parents are more likely to be aware of changes in behaviour and attitudes when the children are at home. We encourage children to talk to an adult if they are concerned or worried to avoid problems building up.

As a result of the unhappiness bullying can cause, it has quite rightly become an emotive issue in schools. We all need to understand what bullying is.

## **Secondary Transfer**

In preparation for transfer to KS3, pupils in the Summer Term of Year 6 will be given opportunities, through the PSHE Scheme of Work, to develop strategies to help them cope effectively with the diversity of behaviours that they will be exposed to.

## **Physical Intervention**

Very rarely, a member of staff may be required to physically intervene with a pupil for example, if two pupils were fighting, or if a pupil was causing danger to others and needed to be removed. All members of staff have been given a copy of DFE guidance "Use of reasonable force".

## **Pupil's Conduct Outside the School Gates**

The Headteacher will investigate reports of inappropriate behaviour in the local community after school hours, following the guidance set out in this policy.

## **Other Policies**

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

This policy should be read in conjunction with the following policies;

- Exclusion
- Child Protection
- Equalities
- Special Educational Needs

## **Review and Monitoring**

Our behaviour systems are regularly reviewed and monitored and new members of staff are given training into their use so as to ensure understanding and consistency.

## **Appendix 1**

### **Behaviour & Discipline in Schools; A Guide for Head Teachers and School Staff**

#### **Introduction:**

This summary is taken from the statutory guidance from the Department for Education published in March 2012 and replacing chapter 2 of 'School discipline and pupil behaviour policies – guidance for schools'. The guidance explains why maintained schools must have a behaviour policy, what it must cover and the role of the governing body and head teachers in shaping their school's behaviour policy. The document provides an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school. This guide will be reviewed in Spring 2013. Much of this summary is directly quoted from the guidance.

#### **Key Points**

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

#### **The School Behaviour Policy**

The law states that the head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils.

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the head teacher should reflect on the following key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

#### **Discipline in Schools – Teachers' Powers**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.



## **Punishing Poor Behaviour**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

Punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation and it must be reasonable in all the circumstances.

A punishment must be proportionate; the penalty must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Corporal punishment is illegal in all circumstances.

## **Pupils' Conduct Outside the School Gates – Teachers' Powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

### **Detention**

Teachers have a legal power to put pupils (aged under 18) in detention. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably, when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety.

### **Confiscation of Inappropriate Items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

Teachers have the power to search without consent for 'prohibited items' including items such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, and fireworks and pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules.

### **Power to use Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.