



Policy Statement

Section 89 of the Education and Inspections Act 2006 for maintained schools, and the Independent Schools Standards Regulations 2010 for Academies and Free Schools stipulate that all schools must have a behaviour policy. It is the responsibility of the governing body, in consultation with the head teacher, school staff, parents and pupils to establish the general principles underpinning the behaviour policy.

Related School Policies

The Behaviour Policy is one of the essential Safeguarding Policies of Stoke Holy Cross Primary.

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

Safeguarding Children and Safer Recruitment in Education DfES 2007

The following school policies are related to the Behaviour for Learning Policy:

- Safeguarding Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safe Use of the Internet Policy
- Admissions Policy
- Attendance Policy
- Administration of Medicines Guidance
- Special Educational Needs Policy
- Single Equalities Scheme
- Home School Agreement

Purpose and Aims

The aims of our Behaviour Policy reflect and support the school aims.

- To encourage a calm, purposeful and happy learning environment within our school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
- To develop a consistent approach for promoting positive behaviour throughout the school.
- To ensure that expectations of behaviour are clearly communicated to children.
- To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
- To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
- To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.

- To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
- To effectively manage incidents of bullying, sexism or racism if and when they occur.

The purpose of the policy is to ensure a consistent and positive approach to behaviour management at Stoke Holy Cross. The policy and our behaviour management procedures are constantly discussed and reviewed by all staff.

Values

The values we will encourage in our pupils are:

- a desire to do their best for others and themselves;
- respect for the work, values and ideas of others;
- a desire to enhance the reputation of the school.
- a desire to take care of and improve their learning and wider environment.

The values we will apply to the work of the school are:

- putting the needs of the pupils first through the development of the highest quality professional planning, preparation and provision for the pupils in our care;
- offering a safe and secure learning environment where the needs of pupils are responded to with care and consideration;
- promotion of personal and professional development and overall well-being of pupils and staff;
- recognising the worth of all members of the school.

Expectations

We believe that good behaviour is only achieved by making reasonable demands on children. They need to see that expectations are reasonable. Sanctions can only be applied in an atmosphere of understanding that promotes courtesy, thoughtfulness and helpfulness. Acceptable patterns of behaviour and good work habits will flourish in a firm, fair and friendly school.

The children at Stoke Holy Cross are expected to be polite, considerate and thoughtful. They are required to conduct themselves in a sensible manner in all areas of school, especially in class areas and corridors. All children in class must contribute to an atmosphere which allows careful thought and concentration on the specified task. Orderly movement around school is promoted by lining classes at the start of school and end of playtimes on the ringing of the school bell.

School Rules

Our school rules have been developed in consultation with staff, pupils and parents and are based on our Pupils' Charter. The charter was developed by the School Council.

Alongside the rules we have also agreed rewards and consequences that can be consistently applied in lessons, at break and lunchtimes and on school visits. These are all displayed around the school and are attached to this policy.

Government guidance on ensuring good behaviour in school

Our school believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our schools. Our school has adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools, 2012):

Powers to Discipline:

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a

reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil’s property. Headteachers can also decide to suspend or to permanently exclude a pupil.”

Searching Pupils:

“School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items.”

Use of Reasonable Force:

“All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.”

Stoke Holy Cross Staff undertook ‘Norfolk Steps’ training in June 2012- this accredited training teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.

Exclusion:

“The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.”

The decision to exclude a pupil from Stoke Holy Cross Primary School 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.*

DfE and Local Authority guidance for exclusions will be followed and Local Authority model letters used to inform parents. The Chair of Governors and the LA will always be notified.

Malicious allegations against school staff:

Where an allegation is made against any person working in or on behalf of the schools that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

we will always follow the Norfolk Safeguarding Children Board procedures that can be accessed at <http://www.nscb.norfolk.gov.uk/> (click on “Procedures and Protocols” and find the section entitled “Allegations against staff, carers and volunteers protocols” then find Protocol 27).

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher in a locked filing cabinet. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Appropriate disciplinary action will be taken against a pupil who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer (LADO) and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

Related Documentation and Guidance

Department for Education

Ensuring good behaviour in schools

Advice for headteachers, governing bodies, teachers, parents and pupils on good behaviour in schools.

Departmental advice 25 April 2012

Use of reasonable force

This is non-statutory advice to clarify the use of force in schools for governing bodies, headteachers and school staff.

Departmental advice 31 May 2012

Guide for heads and school staff on behaviour and discipline

A guide for headteachers and school staff on developing a school behaviour policy and the powers members of staff have to discipline pupils.

Departmental advice 25 April 2012

Guidance for governing bodies on behaviour and discipline

This statutory guidance explains why maintained schools must have a behaviour policy, what it must cover and the role of the governing body and headteachers in shaping their school's behaviour policy.

Statutory guidance 25 April 2012

Screening, searching and confiscation

Advice on schools' powers to screen and search pupils.

Departmental advice 02 April 2012

Preventing and Tackling Bullying

Advice for Headteachers, staff and governing bodies

Departmental advice 14 September 2012

Stoke Holy Cross Primary

Pupils' Charter

Stoke Holy Cross Primary School

Pupils' Charter

These are our **Rights**:

- We all have the right to learn without disruption.
- We all have the right to be heard and treated fairly.
- We all have the right to be safe.
- We all have the right to join in and be happy.

These are our **Responsibilities**:

- We will not interfere with the learning of others.
- We will be polite to staff, children and visitors and listen to others.
- We will take care of our school, its equipment and people's belongings.
- We will look after each other and help each other.
- We will not let anyone be lonely or upset.

When we behave well our school is a happy and safe place for everyone.

Rules

These are our school rules.

Everyone should work towards them to make our school a happy and safe place where we can all do our very best.

- Follow all instructions.
- Be a good listener when others are speaking.
- Keep hands, feet and objects to ourselves.
- Take care of each other, our school and our equipment.
- Treat everyone with respect.
- Allow everyone to learn and achieve their best.
- Move sensibly around the school.

Rewards

We should always aim to do our very best. When we do well in school, we may be given a reward as a way of saying "Well done!"

Here are some of our rewards.

- Praise.
- Positive comments in our books.
- Stickers, certificates, house points, positive points.
- A special mention in assembly.
- Headteacher Credits
- Headteacher Awards

Consequences

Sometimes we can find ourselves in a situation where we have broken our school rules.

Shown below are the consequences if this happens.

- A reminder of the rule.
- A warning.
- Time Out
 - Moving to another seat in the classroom.
 - Sitting quietly on the bench.
 - Standing in the Time Out area of the playground or dining hall.
 - Finishing your work in another classroom.
- Thinking Time
 - Staying in at breaktime to finish your work.
 - Missing breaktime to think about your actions and how to put things right.
 - Your parents may be informed.
- Exclusion
 - Internal—You will have to work in a separate place away from your classroom.
 - External—You will have to work away from school.

Bad behaviour of a serious nature will result in a more serious punishment, without a warning.

Playground Code

Our Playground Conduct Code

We enjoy playtimes because...

- We are considerate, positive and patient.
- We share our games and encourage people to join in.
- We play sensibly and fairly.
- We follow the rules.
- We look after each other and the equipment at all times.
- We keep our hands and our feet to ourselves.