



1 Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring school community, whose shared Christian values of Honesty, Courage, Respect, Kindness, Creativity and Hope are built on mutual trust and respect for all within a Christian context. Our school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way and therefore underpins our school motto of Loving and Learning Together With God. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Beresford Memorial CE (VA) First School Rules
We are kind and caring towards each other
We are honest, polite and respectful to everyone
We always try our best

Our Golden Rule:
So in everything, do to others what you would have them do to you.
Matthew 7:12

- 1.3** The school expects every member of the school community to behave in a considerate way towards others. We believe in using encouragement, praise and reward so as to encourage good behaviour and raise a child's self-esteem based upon our Christian values.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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- 1.7** The class teacher discusses school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are agreed by the children and displayed in the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 1.8** The school does not tolerate bullying of any kind (Refer to our Anti Bullying Policy.) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 1.9** Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

2 The role of all staff

- 2.1** It is the responsibility of all staff to ensure that the school and class rules are enforced in their class and at break times, and that their class behaves in a responsible manner.
- 2.2** All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 2.3** Staff treat each child fairly and enforce the classroom and school rules consistently. Staff treat all children in their class with respect and understanding.
- 2.4** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 2.5** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

3 Rewards and Sanctions

- 3.1** We praise and reward children for good behaviour in a variety of ways:

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- teachers praise children either verbally or written when marking work;
- teachers give children house points;
- lunchtime supervisors are encouraged to give out stickers and house points.
- each week we nominate a child from each class to celebrate good behaviour, attitude or achievement.
- each of the above receives a certificate in the school Celebration Worship;
- each week dinner supervisors nominate a lunchtime star from each class who is acknowledged for their good behaviour and attitude to sit at the Golden table on Friday lunchtime. These children will be acknowledged in the Celebration Assembly;
- we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all classes have an opportunity to lead an assembly where they are able to show examples of their best work.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

In Class:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child continues to be disruptive in class, the teacher reprimands them and will present the child with a yellow card.
- If misbehaviour continues, the class teacher will present the child with a red card and the child will be asked to have time out on their classroom thinking chair or in our Chill Out area for 10 minutes.
- A child sent to the Chill Out area will be required to fill in a Behaviour Self Reflection sheet.
- If a serious incident occurs it may merit a straight red card.
- Red Card incidents will be recorded in the class behaviour book.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and work is done with them to ensure that such an incident does not happen again.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child by establishing an individual behaviour plan.

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Breaks and Lunchtimes:

- Children are expected to follow the rules.
- If a child breaks these rules they will be asked to walk with a member of staff to calm down.
- If poor behaviour continues a child will be given a time out pass and be asked to visit the chill out area and fill in a Behaviour Self Reflection sheet.
- If it is a wet playtime the lunchtime supervisors will use their alert cards to fetch a member of staff to support them.
- If a serious incident takes place the deputy head will be informed and would deal with the situation.
- It is the responsibility of either the staff on duty or lunchtime supervisors to inform the class teacher of any incidents which merit being recorded in the class behaviour book.
- If this continues the Headteacher will become involved and ask parents to work with her to support their child. This may be in the form of establishing an individual behaviour plan for their child.

Supporting Children with Additional Needs

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying condition/need which should be taken into account.

Approaches used to support these children could include:

- Continued discussion, involvement and liaison with parents.
- Discussion with the child about the behaviours
- Providing additional support in liaison with the SENCO
- Implementation of a behaviour plan
- Consultation with outside specialist support e.g. medical advisors
- Involving external agencies e.g. Autism Outreach

Any approaches used will be reviewed regularly and adapted as necessary.

Dyslexia Friendly Statement

As a dyslexia friendly school, our teaching and learning strategies support *all* children and reflect our positive inclusive culture. It is recognised that the difficulties some children with dyslexic tendencies face, may result in low confidence and self-esteem which in turn may result in unwanted behaviours. Through our dyslexia friendly teaching and learning strategies we enable all children to make progress and achieve success. This minimises pupil frustrations in learning and feelings of 'failure'. Please see our Dyslexia Friendly Policy for more information.

4 The Role of the Headteacher

- 4.1** It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The Headteacher has the responsibility for giving fixed-term suspensions 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.

5 The role of parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules in the school prospectus and we expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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.
- 5.4** If the school has to use reasonable sanctions to punish a child, 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 make an appointment to discuss the issue with the head teacher. If these discussions cannot resolve the problem, the school governors will become involved and a formal grievance or appeal process can be implemented.

6 The role of Governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their

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effectiveness. The governors support the Headteacher in carrying out these guidelines.

- 6.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1** Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. If problems are very severe and recurring then exclusion procedures (starting with short-term fixed period exclusion) may be implemented in consultation with the Governing Body. (We follow the DFE Exclusions procedures/policy as recommended by the Staffordshire LA and Staffordshire LA documentation in relation to the exclusion procedure.)
- 7.2** If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 7.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

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Misbehaviour by a pupil outside of the school day

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff could, in the opinion of the School;

- Have repercussions for the orderly running of the school
- Pose a threat to another pupil, a member of staff or member of the public; or
- Could adversely affect the reputation of the school.

8 Monitoring

- 8.1** The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes; lunchtime supervisors give written details of any incident in the incidents book.
- 8.3** The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1** The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: September 2015

Next Review: September 2017