

Church House Oxford, Langford Locks, Kidlington, OX5 1GF

Behaviour Policy

November 2017

Tackley Church of England Primary School



Mission Statement

Life is an adventure, embrace it

Life is a challenge, meet it

Life is an opportunity, capture it

In the context of Christian belief and practice, we aim to:

- Provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish.

AIMS

A clear school behaviour policy, consistently and fairly applied, underpins effective education. We believe that high standards of behaviour lie at the heart of a successful school and that this enables our pupils to make the best possible progress in all aspects of their school life.

At Tackley CE Primary School we believe in providing a safe, welcoming and happy school environment in which children can learn effectively and reach the highest standards of which they are capable. Our whole school learning behaviours and values are:

- Responsibility
- Respect
- Aspiration

We believe that these three values encapsulate the behaviours we want to see children learning about, and demonstrating every day within school.

We believe that the partnership between home and school plays a vital role, and that all members of the school community should be equally valued and supported. A whole school community approach to managing behaviour means that the policy can be applied consistently.

This policy should be read in conjunction with the school Equality Policy and Accessibility Policy and plan.

RULES

Our whole school rules are based around Responsibility, Respect and Aspiration. We encourage children to learn about behaving responsibly, treating each other and property with respect and aspiring to always self-improve and be the best individual that they can be.

At the beginning of the school year classes will discuss class rules based around the values of Responsibility, Respect and Aspiration. The class rules will be negotiated and agreed as a class and displayed for all of the children to see.

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- | | |
|------------------|------------------------------------------------------------------|
| • Emotional | being unfriendly, excluding, tormenting |
| • Physical | hitting, kicking, pushing, taking another's belongings, violence |
| • Racial | racial taunts, graffiti, gestures |
| • Sexual | explicit sexual remarks, inappropriate touching, sexual gestures |
| • Verbal | name-calling, sarcasm, spreading rumours, teasing |
| • Cyber-bullying | bullying that takes place online |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be requested from the school.

ROLES AND RESPONSIBILITIES

The governing body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 1)

The Headteacher will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

WHOLE SCHOOL BEHAVIOUR STRATEGIES AND OUR APPROACH

We believe that all behaviour is a form of communication and as such use a staged response to managing behaviour in class, so as to give children an opportunity to modify their behaviour before it reaches a level that impacts on the learning or behaviour of others.

We use the approach of stop, notice, remind and move on when observing behaviour that does not match our values. We use positive recognition of children who are following our rules of behaviour, and regularly reward those children who are going 'above and beyond' with their behaviour through celebration assembly and the use of Headteacher's Award stickers.

We use strategies such as; tactical ignoring, reminding of class rules and previous positive behaviours and choice and consequence.

Through regular discussions in class and through collective worship, we aim to create a certainty when managing behaviour. The children know they will be positively recognised when they have

made good choices and display exceptional behaviour, but also a certainty that poor behaviour will result in consequences.

POSITIVE RECOGNITION

We place great emphasis on making sure that the children and adults within school feel important, valued and have a sense of belonging to our school community. We do this through a consistent and systematic set of rewards that positively recognise behaviours and celebrate both effort and achievement.

Individual classes may have agreed whole class rewards which are negotiated with their class at the beginning of each term. These rewards complement our whole school reward systems; these are:

- Star awards. Children collect achievements on their Personal Achievement Record star chart and each time a card of 25 is achieved they are presented with their certificate in whole school assembly. On the third, sixth and ninth card children are awarded a bronze, silver or gold badge respectively. These achievements are celebrated in Celebration Assembly.
- House points. House points are earned for good behaviour, positive attitude and effort and kindness to other children and adults. Any adult can give children a house point and each Friday these are collected from each class and the house winner is announced in Celebration assembly.
- Names on the board. Children's names are added to the board for positive recognition for following the whole school behaviour policy and demonstrating positive behaviours.
- Celebration assembly. This is held every Friday at 2:30pm and celebrates learning achievements in class as well as achievements outside of school. Children are awarded their star charts and badges in this time. Each week a Learning Power is celebrated and children receive a certificate for this during the assembly.

CONSEQUENCES

At Tackley CE Primary School we aim to encourage an open, tolerant and happy school where the children are listened to and heard. Alongside the positive recognition of rewards, we also have consequences in place for children who persistently do not meet our expectations for behaviour.

These consequences have been decided in consultation with staff, and the children.

If the children do not respond to our whole school behaviour strategies, then they are given a yellow card. This card is taken by the child into another class so they have an opportunity to reflect on their behaviour, after ten minutes they come back into class and continue with their work. At the next breaktime or lunchtime the child discusses their behaviour with their class teacher, and what went wrong. They agree on a different course of action that the child could have taken.

A yellow card may be issued for:

- Refusing to do what is asked by an adult
- Answering back/rudeness
- Disruptive behaviour

At the end of each term class teachers record a log of the yellow cards given in their class and detail the strategies used to support the children and their behaviours. This information is then shared with the Headteacher.

If a child is consistently receiving yellow cards then parents will be contacted to discuss the behaviours causing concern and a plan agreed, in partnership with parents.

WHAT IS UNACCEPTABLE BEHAVIOUR?

There are some categories of misbehaviour that are unacceptable under any circumstances. If a child is involved in an incident of serious misconduct, then they will receive an immediate red card. A red card can result in an internal exclusion for that child, this means that they will not be able to learn alongside their peers in class and will have to complete their work in another class or with the Headteacher. An internal exclusion is used at the discretion of the Headteacher.

A red card may be given for:

- Stealing
- Physical violence
- Swearing
- Racism, sexist, prejudiced remarks or attitudes

If a child is given a red card, parents will be informed.

FIXED TERM EXCLUSIONS

A decision to exclude a pupil for a fixed period may be taken if a school encounters one of the following:

- Repeated breaches of the school rules
- Physical violence towards children or members of staff
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

A decision to exclude will be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as class exclusions are considered inappropriate.

A decision to exclude will be made by the Headteacher, and will be used if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. An exclusion, in the first instance, will usually be for a short period. If the pupil incurs additional exclusions these could be for a longer duration at the discretion of the Headteacher. During exclusion school will set work for the pupil. On return to school a re-integration meeting will be held with the Headteacher, class teacher, parents and child.

PERMANENT EXCLUSIONS

A permanent exclusion is the final step in a process for dealing with disciplinary offences following other strategies which have been tried without success. There are exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against a pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The Governing Body, Multi Academy Trust, Inclusion Officers and Local Authority are informed of any exclusions and may be involved in discussion with parents, the child and school in the devising of an action plan.

OFF-SITE BEHAVIOUR

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

REASONABLE FORCE

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

CONFISCATION

Any prohibited items (listed above) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to behaviour. These items will be returned to pupils after discussion with the Headteacher and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If after taking all the steps outlined above there are breaches of the behaviour policy that would normally lead to exclusion as detailed under the heading Exclusions, either fixed or permanent, then the section relating to fixed or permanent exclusions will apply.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

TRAINING

Our staff are provided with training on managing behaviour on an annual basis. Members of staff have been trained using the Team Teach Approach. Further information about the use of this is included in the Positive Handling Policy.

Behaviour management will also form part of continuing professional development.

MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the headteacher and Full Governing Body every 3 years. At each review, the policy will be approved by the headteacher.

November 2017



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Tackley C of E Primary School Pupil Incident Form

Pupil	Class	Date	Location
Account of what happened:			
Staff member reported to:			
Witnesses:			
Outcome:			

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Appendix One