

# Spalding Parish Church of England Day School

*We are a caring Christian Community built on  
Compassion, Trust, Friendship and Hope*

## Behaviour Management Policy

Date of Policy:	February 2009
Adopted by Governing Body:	March 2009
Signed by Chair of Governors:	Melvyn Price

## **Aims and expectations**

At Spalding Parish Church of England Day School we value every member of the school community. In our community we want everyone to feel valued and respected, and we want everyone to be treated both fairly and well. We are a caring community, and as a Faith School our values are built on mutual trust and respect for all. This policy aims to promote an environment in which relationships are honest, caring and constructive and everyone feels happy and safe.

The primary aim of the behaviour policy is to promote good relationships, so that people can work together in an effective and considerate way with the common purpose of helping everyone to learn.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of a school community in which there is an ethos of kindness and co-operation.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy is designed to promote and reward pro-social behaviour, rather than merely punish in order to deter anti-social behaviour. The school rewards both pro-social behaviour and active learning.

## **Rewards and Consequences**

We praise and reward children for pro-social behaviour and active learning in a variety of ways:

- teachers congratulate children;
- teachers give children stickers;
- each week children from each class are nominated to be in the 'Celebration Book';
- each 'nominee' receives a sticker/certificate in Collective Worship;
- all classes have an opportunity to lead a class presentation assembly where they are able to show examples of their best work.

The school acknowledges all the efforts and achievements of children and adults, both in and out of school. The Celebration Book contains information regarding pupil and staff achievement in and out of school.

We know that punitive environments are poor environments in which to learn (because learning involves making mistakes and people can become fearful and inhibited if mistakes

are punished) therefore the school employs problem related consequences to ensure a safe and positive learning environment. The skills of pro-social independent living are learned in the same way as the skills of the curriculum so we employ consequences appropriate to each individual situation, ensuring there is always a learning opportunity to be gained, particularly when mistakes have been made.

Both Natural and Logical Consequences are used as applicable. Natural Consequences enable experiential learning. Logical Consequences are applied by the adult when a Natural Consequence is not appropriate.

- Logical Consequences will be applied as follows,

First the teacher will speak with the child and confirm expectations. This will be done as a prompt or learning reminder without humiliation or shame. If further difficulties are experienced the teacher will explain exactly what the problem is and will require the child to take a break from the activity in which the problem is occurring. A statement such as 'There is a problem with the way you are... You will need to 'take a break' from... for...' will be used.

- If a child is disruptive in class, the teacher speaks with the child confirming expectations. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work constructively again with others.
- 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 applies an appropriate logical consequence. 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.

Class teachers' discuss the school rules with their class and explain that these are requirements imposed by the teachers. In addition to the school rules, each class also has its own classroom code, which is developed by and agreed to by the children. It is displayed on the wall of the classroom and used as a resource in the development of relationships within the classroom so that all members of the class can be involved in problem solving. In this way, every child in the school not only knows the standard of

behaviour that is expected, but also has an active part in developing and maintaining an environment conducive to learning the skills of the curriculum and of pro-social independent behaviour. Circle time is used to discuss questions of interpersonal relationships and issues of citizenship, preferably using real examples from within the school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. We do everything in our power to ensure that all children and adults attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff intervene physically to restrain children only to prevent injury. The actions that we take are in line with government guidelines on the restraint of children.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules and the class code are applied in their class, so that their class behaves in a responsible manner during lesson time.

The class teachers 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.

The class teacher treats each child fairly and applies the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

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.

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 after discussion with the head teacher.

### **The role of the head teacher**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour management 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 head teacher to ensure the health, safety and welfare of all children and staff in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher 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. The head teacher always makes reference to the relevant guidance documentation for exclusions.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect and encourage parents to read these and support them.

We expect and encourage parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We work to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

When the school uses consequences to support a child's learning for misbehaviour, parents should support the actions of the school. If parents have any reservations about this or any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem parents should contact the school

governors. A formal grievance or appeal process can be implemented should the problem still be unresolved.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

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

### **Fixed-term and permanent exclusions**

Only the head teacher (or the acting head teacher) may exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. The head teacher may convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant it. The head teacher will always act in accordance with the current guidance laid down by the Department for Children, Schools and Families, (DCSF) 'Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units.'

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

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.

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.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

## **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of their 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 that we keep in the school office.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

## **Review**

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.