



# Promoting Positive Behaviour Policy

September 2018

## **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. The school behaviour policy is designed to support the way in which all members of the school can live and work together to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of school rules (Appendix 1) which are a way of promoting good relationships to allow everyone to work together in an effective and considerate manner.
- 1.3** We treat all children fairly and apply this behaviour policy in a consistent way helping them become positive, responsible and increasingly independent members of the community.
- 1.4** 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.

## **2 Rewards and sanctions**

- 2.1** We praise and reward children for good behaviour in and out of school, in line with our 'Take Care' areas where we promote taking care of:
  - Ourselves
  - Each Other
  - Our Learning
  - Our Environment

Children are rewarded for 'Taking Care' in a variety of ways including:

- verbal encouragement using the language of Take Care
  - receiving 'Dojo' points for 'Taking Care' from all members of the Ernehale staff (badges are awarded for 100, 200 and 300 points and the child's name is added to our Roll of Honour)
  - each week a child from each class receives an achievement award based on our 'Take Care' theme
  - postcards home
  - pupil Take Care reps choose termly awards in line with the 'Taking Care' areas
  - Termly Take Care Certificates and Headteacher's Awards
- 2.2** 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 (Appendix 2).
  - 2.3** The class teacher discusses the school rules (Take Care behaviour and learning non-negotiables) with each class. Children sign the 'Take Care Non-negotiables' in their school planner to show they agree to them. In addition, children and all staff sign the 'Take Care Charters' which are displayed in each classroom. Every child in the school then knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the relevant children.
  - 2.4** The school does not tolerate bullying of any kind. If we discover that an incident of bullying or intimidation has taken place we act immediately to stop any further occurrences of such behaviour.
  - 2.5** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE document 8/13, *Use of reasonable force in schools*. Staff only intervene physically to stop children hurting themselves or others. The actions that we take are in line with government guidelines.

### **3 The role of all teaching staff (including midday supervisors etc)**

- 3.1** It is the responsibility of these adults to ensure that the school rules are enforced and that children behave in a responsible manner at all times.
- 3.2** All staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children achieve their full potential.
- 3.3** The staff treat all children fairly, with respect and understanding. They apply the classroom code consistently.
- 3.4** If a child repeatedly makes the wrong choices the school keeps a record of such incidents. In the first instance the member of staff responsible for the child deals with incidents him/herself in line with the policy. However, if misbehaviour continues, the member of staff seeks help and advice from the headteacher, deputy or Senior Leadership Team.
- 3.5** All staff liaise with external agencies, as necessary, to support and guide the progress of each child.
- 3.6** The class teacher reports to parents about the progress of each child in their class. Parents may be contacted, if there are concerns about the behaviour or welfare of a child, by the appropriate member of staff.

### **4 The role of the headteacher**

- 4.1** It is the responsibility of the headteacher 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 and deputy support 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 has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated, or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

### **5 The role of parents/carers**

- 5.1** The school works collaboratively with parents/carers to ensure children receive consistent messages about how to behave at home and at school.
- 5.2** The school rules are explained in the school prospectus, and the school expect parents/carers to read these and support them. Parents/carers of all pupils who are new to the school to sign our home/school agreement which details what each party in the child's education may expect from the other.
- 5.3** Parents are expected to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. The school endeavours to build a supportive dialogue between the home and the school, and will inform parents immediately if the school has concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions to discipline 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 contact the

Headteacher. If these discussions cannot resolve the problem, 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 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. In the headteacher's absence all decisions will be deferred to the Deputy.

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

- 7.1** Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the headteacher excludes a pupil, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal.
- 7.3** The headteacher will inform 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, any representation by parents and the LA and 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.

## **8 Monitoring**

- 8.1** The headteacher monitors the effectiveness of this policy on a regular basis. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, incidents and trends. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The school maintains accurate records using standard records of incidents of misbehaviour. The Headteacher monitors the behaviour incidents in order to identify issues or trends. These will include children whose names appear frequently in the Behaviour 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 exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9 Review**

The governing body reviews this policy every two years. The 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 2018

## **Appendix 1**

### **Take Care Non-Negotiables**

As members of Team Ernehale, we set ourselves high standards in our learning so we can reach our full potential. This means we must behave appropriately both inside and outside the classroom.

So we must remember the following at ALL times:

#### **Behaviour Non-Negotiables:**

1. We always behave, no matter who the adult is.
2. We wait our turn when we would like to speak – we listen and don't shout out or interrupt when anyone else is talking.
3. When an adult speaks to us we stop, listen and respond the first time.
4. We always say positive things to each other.
5. We keep our hands, feet and objects to ourselves.
6. We respect our learning environment and equipment.
7. We line up and move around the school sensibly and quietly.

If we do not meet the non-negotiables, we will receive a verbal warning, followed by a yellow then red card until our behaviour and attitude meets the standard we set ourselves.

## **Appendix 2**

Our 'Take Care' ethos is designed to encourage positive behaviour and is consistent through out the school.

- \* All members of staff can award 'Dojo' points for children who 'Take Care'
- \* Children not seen following the 'non-negotiables' are first given a verbal warning explaining the reason for this sanction. Their name is then recorded on the board.
- \* If they continue to behave inappropriately they are then given a verbal yellow card and their name is ticked once.
- \* If children still behave in an unacceptable manner they are given a verbal red card and a second tick is added to their name.
- \* The children then miss a break and parents are informed of the incident. This is also logged in a folder for the head teacher to monitor.
- \* Red cards can be given without warning if teachers deem the incident serious enough.
- \* Serious inappropriate behaviour may result in fixed term or permanent exclusion.
- \* Children are rewarded at 100, 200 and 300 'Dojo' points and receive bronze, silver and gold badges respectively, whilst having their name added to the school's Roll of Honour.