



<b>Written by</b>	<b>Richard Gibson</b>
<b>Approved by</b>	<b>Full Governing Body</b>
<b>Last review date</b>	<b>September 2015</b>
<b>Next Review</b>	<b>September 2017</b>
<b>Review frequency</b>	<b>Every 2 years. Earlier if the Headteacher or governing body receives information which would lead to the policy's improvement</b>

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### **AIMS AND EXPECTATIONS:**

At Ashchurch we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions')

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

### **ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR**

#### **The Headteacher will:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities (see Appendix II)

The headteacher or a member of the SMT will be on playground duty during lunch break. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

#### **All Staff will:**

- Give opportunities to develop interpersonal and social skills
  - Offer a curriculum that enables pupils to engage
  - Give the opportunity to work in groups
  - Make sure that pupils listen and are listened to and value others
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- Help pupils to gain the ability to make choices about their behaviour
  - Help pupils to be confident about their learning and enjoy it
  - Help pupils understand their rights and responsibilities as citizens in our society.
  - Be a positive role model
  - Reward/praise positive behaviour
  - Use the behaviour log when necessary
  - Ensure the pupils in their class know the class and school rules
  - Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
  - Be aware of and understand their rights and responsibilities (see Appendix II)
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**Pupils will:**

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

**Parents, Carers and Families will:**

- Support the school when reasonable sanctions to punish a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher then if necessary the school governors.
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Initially contact the class teacher if their child is experiencing issues outside school that may affect his/her behaviour.

**The Governing Body will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

**Monitoring and Evaluating**

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour headteachers records class incident books and when necessary home/school charts or books.

***Trips /school clubs***

Attendance on school trips and taking part in after school clubs is a privilege and not an automatic right. If a pupil's behaviour before a trip or school club is consistently unacceptable and they have moved to stage 3 of the sanctions procedures, they will not be accepted on a trip or in a club.

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The school reserves the right at any time to withdraw any pupil from a trip or a club if they are involved in any behaviour which we deem does not live up to our school code of conduct.

### Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved

## APPENDIX I - Rewards and Sanctions

### Rewards:

To reinforce good work/learning, behaviour and attitude we use:-

- Verbal praise
- House points and house point certificates
- Weekly merit certificate given out during school assembly (stars of the week)
- Pupil's work is displayed throughout the school
- Children sent to head teacher or subject co-ordinator to show their work.
- stickers

Stage 3	Examples of Behaviour	Possible Sanctions	Comments
	<b>Persistent stage 2 behaviour</b> Persistent swearing. Throwing objects with intent to harm. Harming someone so they need medical help. Continued or more serious cheek/challenge to authority. Stealing. Repeated refusal to do set task. Highly offensive remarks to children.	Sent to Head Teacher. Telephone call to inform parents. Loss of playtimes/lunchtimes.	Behaviour log to be filled in by Head Teacher.

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<p><b>Stage 4</b></p>	<p><b>Persistent stage 3 behaviour</b> Bullying Fighting Racism Violence Very serious challenge to authority Leaving school without permission</p>	<p>Headteacher informed Meeting with parents Loss of playtimes and Ban on representing the school and/or trips outside school – fixed period Internal exclusion from lessons.</p>	<p>Situation to be monitored by teachers and Headteacher. Governors to be informed.</p>
<p><b>Stage 5</b></p>	<p><b>Persistent stage 4 behaviour</b> Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil</p>		<p>Exclusion for morning or afternoon to include a lunchtime – fixed period Exclusion for a fixed term Exclusion for a fixed term</p>
<p><b>Stage 6</b></p>	<p><b>Repeated stage 5 behaviour</b></p>		<p>Governor disciplinary sub-committee convened. Permanent exclusion from school</p>

**All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.**

## **APPENDIX II - Rights and Responsibilities**

### **Staff Rights**

To be supported by peers and managers

To be listened to  
To share opinions

To be treated courteously by all others in the school community

### **Responsibilities**

To ask for support when needed  
To offer support to colleagues and managers

To listen to others  
To give opinions in a constructive manner.

To model courteous behaviour  
To recognize and acknowledge positive behaviour in others



To be made fully aware of the school's system/policies/expectations  
To receive appropriate training to increase skills in behaviour management

To seek information and use lines of communication  
To support others in developing their skills in promoting positive behaviour.  
To acknowledge areas of own behaviour management skills that could be developed  
To try/use and to evaluate new approaches

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