



Behaviour Policy

“Striving for excellence together in a caring Christian community”
School Core values – **RESPECT**, **COMPASSION**, **COURAGE**

1 Introduction

1.1 The school policy reflects the consensus of opinion of the whole school staff. It has been drawn up as a result of staff and governor discussion pupil and parent consultation and support from:

- Lincolnshire Ladder of Behaviour Intervention (Lincolnshire County Council February 2016)
<http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article>
- DfE Behaviour and discipline in Schools: Advice for Headteachers and schools (January 2016)
- Pastoral Support Programme (Lincolnshire County Council March 2016)
<http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/pastoral-support-plan-and-resources/130027.article>

2 Behaviour at our School

2.1 The way we behave at school directly affects our ability to learn, teach and successfully communicate with others.

Wherever children are growing, learning and testing the boundaries of acceptable behaviour there will be problems. Our success is tested by the way we deal with the problems, not by the absence of them.

This policy aims to set out the expected behaviour of everyone in our school. It defines “good behaviour” and explains how we will encourage children to behave positively within school. This policy will also define our methods of discouraging negative behaviour within the school.

3 Our Mission

3.1 We believe that the role of our school is to promote the development of each child through their experience of effective teaching, truth, honesty, caring and respect. Fostering a feeling of confidence, fulfilment and an appetite for knowledge and learning in a nurturing Christian environment.

4. Who Is Involved?

4.1 The development of positive behaviour is the responsibility of everyone involved with the school. It includes such people as governors, staff, parents, children, outside agencies and members of the local community.

4.2 Parents / Carers should be informed of any concerns of a child’s behaviour as soon as possible in order to address any issues promptly.

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5. Defining Acceptable Behaviour

5.1 Acceptable behaviour depends on the example of us all. Everyone has a positive contribution to make:-

- We all expect to be treated with respect, be listened to when talking, answered when we question and treated as an individual.
- We all expect to be spoken to politely, be taken seriously and helped when needed.
- In any incident it is essential that adults and children communicate and listen to each other with respect.
- We all expect the views, thoughts and beliefs of others to be respected.
- We should all conduct ourselves in a calm, quiet and caring manner.
- We all expect to be able to work and play without fear or intimidation.
- We should all respect our school, our property and that of the people around us.
- Staff expect to be obeyed when giving instructions and directions.

6. Encouraging Acceptable Behaviour

- Expect high standards of behaviour, work, honesty and respect.
- Be consistent.
- Be positive and build relationships.
- Know your pupils as individuals.
- Arrive promptly.
- Listen to children when they share concerns as well as when resolving conflicts.
- Be prepared for the lesson.
- Encourage creative dialogue.
- Keep an attractive, clean and tidy room.
- Maintain interesting wall displays.
- Explain and demonstrate the behaviour we wish to see.
- Give praise when acceptable behaviour is seen.
- Inform parents of a child's good behaviour.
- Deal with misbehaviour wherever and whenever it occurs.
- Keep calm.
- Ensure that criticism is constructive and related to aims and targets.
- Consistently apply the behaviour policy and any rewards / consequences.

7. Rewards

- Praise for acceptable behaviour and high standards of work and effort.
- Awards for acceptable behaviour, good work and effort.
- Recognition in front of a group, class or whole school.
- Whole School Award – "Pupil of the Week"
- Extra activities organised for those showing acceptable behaviour.
- Short whole class games / golden time awarded to celebrate good behaviour.
- Senior Leadership Team informed of good behaviour and high quality work.
- Parents informed of good behaviour and high quality work directly or via text message.
- Headteacher informed of good behaviour and high quality work.

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- Extra responsibilities or duties, displaying the need for trust, awarded; including helper/school council representative/ team captain status.

8. Classroom Rules

- 8.1 At the beginning of the year, each class will agree a set of class rules. These rules will be in a series of positive statements.
- 8.2 Class rules are shared through class letters, school website or homework books so that Parents and carers are aware early in the Autumn Term.

9. School Golden Rules (Code of Conduct)

- 9.1 Everyone in our school will always strive to:
- Help to care for our school
 - Treat each other with respect
 - Always try our best at school
 - Talk to each other about any problems
 - Look after school equipment

10. Sanctions

- 10.1 Sanctions are avoided as far as possible and a warning given before sanctions are imposed (in most cases). They should be appropriate and as a consequence of an inappropriate behaviour.
- 10.2 A hierarchy of sanctions will be applied. It is expected that this hierarchy will be followed with the next level of sanctions being applied only if the previous has failed.
- 10.3 Staff are expected to use their professional judgement to decide which level sanctions will begin at. This will depend upon the seriousness of the problem and also previous sanctions applied for the same or similar offences. (See Appendix 1)
- 10.4 Regular discussions will take place to ensure that sanctions and levels are being applied consistently by all staff and that behaviour / incident sheets are being completed consistently and within a timely manner.
- Reminded of acceptable behaviour.
 - Warning (non-verbal and verbal).
 - Verbal reprimand.
 - Isolation within the classroom.
 - "Time-out" in lesson time. Children should never be left outside classrooms.
 - Loss of playtime/lunchtime.
 - Parent informed if loss of play/lunchtime occurs.
 - Report to another teacher.
 - Report to Senior Leadership Team/ Headteacher.
 - Headteacher in contact with parents/carers.
 - Pastoral Support Plan agreed and Ladder of Intervention begun
 - Outside agencies informed
 - Formal Lunchtime exclusion
 - Fixed term exclusion
 - Permanent exclusion

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11. The Lincolnshire Ladder of Behaviour Intervention

The school is committed to using the Lincolnshire Ladder of Behaviour Intervention (LLBI) to address persistent misconduct/negative behaviour. This is designed to promote a consistent interpretation of the phrase "last resort". By moving through the steps of the ladder and exhausting all other avenues prior to exclusion (the requirement of Lincolnshire County Council), the school will indeed demonstrate that it is indeed a last resort. Copies of the LLBI are available from the school. Any child on the LLBI will have a Pastoral Support Plan used as a tool to monitor and evaluate support and strategies using small achievable targets to measure progress. Some children may have a Behaviour Management Plan incorporating Positive Handling, this must be agreed with the Headteacher in consultation with the parent / carer.

12. Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Where there are serious breach or persistent breaches of the school's behaviour policy, or where allowing the pupil to remain in school will significantly harm the education or welfare of the pupil or other pupils in the school will result in fixed or permanent exclusions. Our school has adopted the guidance "Exclusion from maintained schools, Academies and PRU in England" April 2012.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he 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.

The headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions (completing the required paperwork and submitting it to the "Out of Education Team") and when beyond five days in any one term this triggers a meeting of the Disciplinary Committee regardless of parental appeal.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

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 child was excluded, consider any representation by parents and the LA.

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Reintegration strategies are planned for supporting pupils that return to school following a fixed period exclusion and for managing future behaviours. This may be supported by the Behaviour Outreach Support Service.

12. Playground and Mid-day Sanctions

All of the above will apply at these times and action will depend on the nature of the incident. For example:

Following inappropriate behaviour over lunchtime a child would:

- Be spoken to by midday supervisor and reminder given about acceptable behaviour
- Consequence – time out
- If the behaviour is repeated / more serious offence happens – removal of lunchtime / playtime privilege (Parents / Carers informed)
- Monitored on return (if behaviour deteriorates meeting with Parents/Carers – lunchtime exclusion)

The sanction of exclusion from lunchtime may be used at the discretion of the Headteacher / Deputy Headteacher. A member of the Senior Leadership Team is available over lunchtime should other intervention be required.

13. Special Needs

- 13.1 There are occasions when the above sanctions may need to be modified, disappplied or changed in sequence. Some of these reasons might be that the child has special educational needs or disability or may be experiencing exceptional circumstances. The headteacher will always be consulted when exceptions are made.

14. Recording

- 14.1 Each incident of unacceptable behaviour is recorded on an incident sheet. This will allow us to see trends and be able to communicate between staff more easily. These must be consistently used across the school irrelevant of the age or ability of the child concerned. Class teachers and Headteacher should be informed of all unacceptable behaviour so that it can be logged and are kept on file and handed to the appropriate teacher as well as the Headteacher. It is the responsibility of every staff member to use the recording system consistently and to record accurately.

15. Review

- 15.1 The Headteacher and staff will review this policy in the light of any alterations to statutory orders. Consultation will be sought with Parents/Carers and pupils. Any suggested amendments will be presented to the Governing Body at their first meeting after the review.

This policy was reviewed through Pupil & Parental consultation and approved at a meeting of governors held on:

Signed:

Chair of Governors

Date:

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Appendix 1:

Graduated Approach to Negative Behaviour	In class lessons	Playground / Dining Hall
Step 1	Verbal reprimand Significant Physical violence – HT called (instant removal, parent informed and sanction applied possible fixed term exclusion)	Verbal reprimand Significant Physical violence – HT called (instant removal, parent informed and sanction applied possible fixed term exclusion)
Step 2	Moved within class/group	(In) Moved to another table (Out) Time out
Step 3 INCIDENT SHEET	Time out – Loss of playtime (supervised)	(In) Moved to outside office (Out) available teacher called
Step 4 INCIDENT SHEET	Moved to another class/group for an appropriate short period of time. (Class teacher to speak to parent/carer)	SLT member remove child and parent/carer informed. (Logged on Integris) If deemed persistent misconduct – Ladder of Behaviour Intervention begun Options: Missed breaks, supervision length of time to be specified.
Step 5 INCIDENT SHEET	Sent to member of SLT. (Parents informed, sanctions agreed, logged on Integris)	
Step 6 INCIDENT SHEET	Sent to HT/DHT (Parent discussion, sanction agreed, PSP begun alongside Ladder of intervention, logged on Integris) Plan, do, review model.	
Step 7 INCIDENT SHEET	Headteacher work with class teacher, pupil and parent to develop individual intervention. (Isolation and gradual reintegration, fixed term planning)	

Significant Physical violence – HT called (instant removal, parent informed and sanction applied possible fixed term exclusion)

Racial, homophobic or religious intolerant language must be reported on incident sheet immediately and heateacher informed to follow LCC protocol.