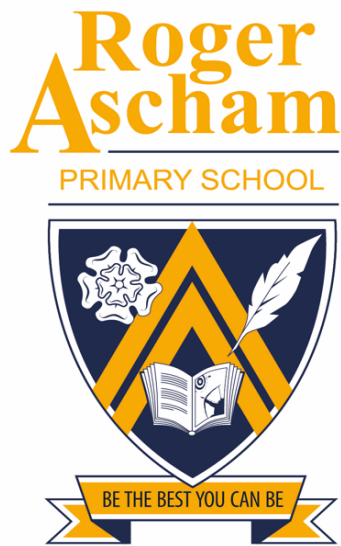


Behaviour Policy

Roger Ascham Primary School



Approved by:	Headteacher	Date: September 2019
Last reviewed on:	September 2023	
Next review due by:	September 2025	

SCHOOL BEHAVIOUR POLICY

By implementing this policy, the school aims to:

- Contribute towards achieving the school's aim – to encourage children to think for themselves and guide them towards acting in the best interests of us all.
- Work together
- Ensure each others happiness and safety
- Respect and celebrate difference
- Challenge thinking and learning
- Achieve the highest possible standards

School Rules

These are the same throughout the school and are publicly displayed – listen, think, care and try your best.

The school rules are deliberately simple and positive. They describe behaviours we encourage all children to follow at all times. They are consistent and achievable. We do not have individual class rules, nor do we have lists of things children are not allowed to do. In this way we aim to develop children's sense of responsibility and ability to self-regulate. Our rules form the basis of our behaviour policy that children can identify as being consistent and fair.

Bullying

Bullying in any guise physical, verbal, or social is not tolerated. If a pupil bullies others and cannot see that it is wrong, and correct the way they behave they will be removed from the school.

All forms of aggression, physical and verbal, will be dealt with by a member of the senior management team. All incidents are reported to the headteacher. The headteacher records all incidents of verbal and physical aggression, including but not limited to:
Racial abuse; inappropriate sexualised behaviour, including teasing; homophobic comments or behaviour; online abuse.

Major factors influencing the school policy

- Fostering of good relationships with mutual respect between teachers and pupils
- Teachers having high expectations of their pupils' academic and social abilities
- The curriculum and teaching methods being well matched to pupils needs
- Nurturing pupils' growing maturity and self-esteem

There is a school reward system that promotes good citizenship and endeavour. Merit marks and certificates are given for good citizenship and for individual achievement. It is essential that such rewards are rightfully earned. If undeserved rewards are given out then they become worthless and the rewards system is undermined.

Each break time a Senior Teacher runs 'Work Club'. This is for pupils who have been sanctioned for inappropriate behaviour. It is also for those pupils who need to finish class work or homework.

Ways in which we, as staff, can achieve our aims and secure the school rules.

All teachers must have high expectations of their pupils and pupils should be positively encouraged to have such of themselves. It should be the norm for all pupils to achieve to the best of their individual ability. Pupils must be encouraged to meet this expectation.

Self-esteem is vital; to this end pupil's work should be displayed throughout class and school with praise for attainment and effort by staff and pupils. Those who do not succeed to the full should be sensitively encouraged, with positive aspects built upon and used to aid improvement in weaker areas.

Children being gradually given increased responsibility in carrying out tasks, making decisions and being encouraged to plan for themselves will nurture maturity.

Curriculum content should reflect that which we aim for and be at the correct level for the children. Co-operative learning should be part of this and different teaching methods should be adopted to achieve particular aims and needs.

All should build a sense of community within the school encouraging a feeling of ownership. This can be achieved through displaying work; children showing things they are interested in, proud of or from clubs they attend outside school; offering extra-curricular activities; public reporting of achievement; a system of reward (merit marks, badges); the positive involvement of parents.

All staff, teachers and others, must take responsibility for maintaining good behaviour throughout the school and act as role models.

There must be a healthy balance between rewards and punishments to promote positive attitudes.

Distinction should be made between serious and minor misdemeanours. Fair and consistent applied punishments should be apparent. There should be flexible use of punishment to take account of individual circumstances. Whole groups should not be punished and pupils should never be humiliated.

Staff will listen and act on behalf of any pupil's complaint, listen to all concerned, and be seen to act fairly and explain actions.

Sanctions

General notes –

Good behaviour, politeness, etc. should always be positively encouraged and remarked upon, and when warranted rewarded.

A sanction should always be accompanied by explanation for the particular action being taken. Such explanations should consistently refer to the four school rules.

Persistent behaviour of one sort would warrant moving along the available sanctions scale, as would frequent unacceptable behaviour of any type.

Parents should be seen if there is cause for concern before behaviour is a serious problem.

Sanctions available

Reasoning within a classroom setting

Reasoning outside of the classroom setting

Discussion with whole class or group

Keeping in at break or lunchtime

Required to do extra work

Removal of privileges, e.g. responsibilities, extra-curricular activities, curriculum areas (not consistently so as to affect balance of education)

Removing from an activity or lesson (inside the classroom, not outside)

Written apology during own time

“Told off”

Referral to deputy head or senior teacher

Referral to head

Request for suspension from class

Request for exclusion from school – fixed period or permanent

Pupils on the Special Needs Register due to behavioural problems will follow an Education and Healthcare Plan monitored by the head and SENDCO. The plan will have behavioural as well as educational targets.

Responses to different types of behaviour

The following types of behaviour, ‘as a one off’, should be dealt with through reasoning. If an individual continued to exhibit such antisocial behaviour further sanctions would apply. If the difficulty is not resolved to the benefit of the individual and class the matter must be referred to a senior teacher and ultimately the Headteacher.

- Talking out of turn, hindering other pupils, making unnecessary noise, moving around the room without permission, general rowdiness or "mucking about", calculated idleness or work avoidance, not being punctual

- Lack of concern for others, running in corridors, being in the wrong place at the wrong time, unruliness.

Cheeky or impertinent remarks should be handled through reasoning and class discussion followed by an appropriate apology. A second incident must be referred to a senior teacher and any reoccurrence to the Headteacher.

The following types of behaviour must be referred to the Headteacher. A record of these incidents is kept and sanctions applied. Those sanctions typical for the various categories are to be found at the front of each work club folder. As well as the rules and ethos being consistent across the school, so are these sanctions. Through such consistency pupils can see and understand that they are being treated fairly, even when they are in trouble for having done the wrong thing.

- Leaving school premises without permission – discussion with pupil and parents, making up for lost time during breaks. Removal from school if the problem cannot be solved.
- Verbal abuse towards other pupils – discussion followed by verbal or written apology. May also warrant a further sanction. Persistent behaviour of this type is considered bullying and is dealt with as such.
- Physical aggression towards other pupils – discussion followed by appropriate apology and a period of ‘staying in’ under supervision for 3 to 5 days. Persistent behaviour of this type is considered bullying and is dealt with as such.
- Physical destructiveness - reasoning, class discussion, parental request for payment for damage, and a period of ‘staying in’ under supervision for 2 - 5 days. Persistent damage to school property will result in exclusion.
- Deliberate rudeness to a member of staff - discussion, written apology, 2 days ‘staying in’.
- Verbal abuse towards teacher - discussion, written apology, removal of privileges, parental visit and a period of ‘staying in’ under supervision for at least 5 days. A second occurrence will result in exclusion.
- Deliberate physical aggression towards a member of staff – exclusion.
- Bullying – exclusion. The school’s definition of bullying is attached to this policy. Bullying is a deliberate and repeated abuse of an imbalance of power. If a pupil bullies others and cannot see that it is wrong, and correct the way they behave they will be removed from the school.

Classroom organisation and practice

- Ensure your classroom setting is appropriate e.g. seating arrangements.
- Ensure there is a calm working atmosphere. Children know what is expected of them and are reminded of this before things go wrong. This must be done positively.
- Be fully prepared for all sessions/lessons/activities, with follow-up available.
- Ensure children have tasks to perform appropriate to their ability, that there is no time when they have "nothing to do" or work they are not capable of attempting.
- Do not allow wandering and avoid queuing.
- Keep a high profile in the room, ensure you can be seen and give "attention" to all.
- Never leave the room unless absolutely essential. Send for cover first.
- Continually encourage the type of "behaviour" you want, with passing comments and your manner.
- Never just "tell off". Discuss/comment on what they have done which was silly or unkind. Why it is so, how and why we should behave sensibly.
- Spend 5-10 minutes each day discussion/showing about behaviour and attitudes with emphasis on tolerance, caring, kindness, helping, co-operating.
- If you are calm, polite and confident children will take your lead. The more agitated you are the more agitated the children become. The louder you become, the louder they become.
- If you ask for a particular behaviour e.g. no talking, ensure you get that. Never accept anything other than what you have asked for in terms of behaviour. (Remember all children are different; do not ask for something that is not possible.)

General

- Supervise children into school in the morning, out to and in from play.
- Comment on sensible as well as silly behaviour.
- When moving children around school ensure you can always see them and they can always see you. Discuss the type of behaviour required.
- Children should go to the toilet 2/3 in a group. Not alone or in larger groups unsupervised.
- Never sit pupils unsupervised to do work i.e. sat outside the classroom, refer to another teacher if it is necessary for them to be separate.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Bullying can be motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. This can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or socially.

The school will make judgments regarding each specific case where bullying is suspected. However, bullying in any guise, be it physical, verbal or social is not tolerated. If a pupil bullies others and cannot see that it is wrong and correct the way they behave, they will be removed from school.

Searching and Confiscation

The headteacher, and any member of staff directly authorised to do so by the headteacher, have a statutory right to carry out a search and confiscate items that they have reasonable grounds for suspecting: provide evidence in relation to an offence; pose a risk to staff or pupils and/or are identified as a prohibited item for which a search can be carried out

The list of prohibited items is:

- knives and weapons;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence; to cause personal injury; to damage the property of any person (including the pupil).
- items specified in regulations (these may be destroyed) which are:
 - alcohol;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

A child may also be searched for e -cigarettes and vapes and for any electronic device.

Members of staff authorised to search a child are the headteacher; deputy headteacher; designated safeguarding lead; deputy designated safeguarding lead.

A child would only ever be searched in rare circumstances – where there is a danger of immediate harm or a possible criminal offence is suspected. Any search of a child will always be conducted with a second member of staff present and always by someone of the same sex as the child.

In addition to the above, members of staff authorised to search **for items** include phase leaders and other members of the senior management team. They should not ask a child to remove any item of clothing other than a coat, hat, scarf or gloves. Class teachers are authorised to search bags and items of clothing not being worn: they must do so in the presence of the pupil and with another member of staff present except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The member of staff will:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the headteacher (or deputy) / DSL (or deputy DSL / phase leader
- Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it
- Seek the pupil's cooperation

Searching a child is not the same as asking them to show you what's in their pockets or bag. This – asked in an appropriate, non-threatening way - is a reasonable request for any teacher to make of a child they know.