



**St. Michael's CE VA Primary School
Behaviour Policy
2016/167**

Growing as learners together with God.

At St. Michael's CE VA Primary School, we aim for behaviour to be outstanding and for all children and adults to show their respect for each other and behave in a way to support (and not disrupt) each other's learning.

We see outstanding behaviour as children behaving well because they know how to and because they want to, not because an adult tells them to.

The whole school community (Headteacher, teachers, teaching assistants, support staff, children, parents and governors) should encourage a polite pattern of behaviour throughout the school by:

- Providing an interesting, relevant, challenging and varied curriculum and teaching strategies to create a stimulating environment
- Praising and rewarding children for good behaviour and positive attitudes towards learning and other members of the school community
- All members of the school community being committed to and consistently enforce clearly defined expectations of behaviour.
- Modelling respect for each other and valuing each other as unique individuals.

All paid staff with responsibility for pupils have the statutory authority to address children's unacceptable behaviour.

The curriculum is everything that children experience as a member of our school. Support for their behaviour is continuous. There are other planned opportunities through the week and across the school year, such as SEAL, and Our visit from the life education Van when behaviour is a specific focus.

Disruptive or inappropriate behaviour has a cause and the long-term focus is to help all children to have high self-esteem and behave in an appropriate way in each situation. We will work together with children, parents and other agencies to ensure that children are supported.

In the short term, children need to feel safe and have very clear, consistent boundaries so that they can feel confident that they are valued and their behaviour is appropriate for the situation.

We expect all members of our school community to (in children's words)

Be positive to one another - use kind words

Be gentle with one another - care for other people

Allow each person's thoughts to be heard in lessons.

Walk safely around the school - allow others enough space and time to move safely - be sensible – be careful

Show pride in yourself - shirts tucked in – look smart

Hold doors open for each other - have the right attitude and manners to everyone in the school community – be helpful – keep people out of harm's way

Use polite language which shows respect - be polite and positive Show kindness welcome others Take turns – give respect – be helpful

Allow others to join them – make people feel happy and calm

Listen to one another - respect other's opinions

Respect differences - don't make fun of each other – stand up for what you think is right Respect the school's resources, their own and other peoples' belongings – keep the school a safe and secure environment.

Each class will create their class charter at the beginning of the year and review it each term. At this point the behaviour expectations will be discussed in a way that will ensure that all children understand the appropriate behaviour. These charters are displayed in the classroom and on the school's website.

We distinguish between the pupil and the pupil's behaviour. When a child displays unacceptable behaviour, we give a clear and consistent message:

We like you, but we don't like that behaviour. We

want you, but we don't want that behaviour

We want you in our group, but we will help you to stop that behaviour.

Each class will also set up their own reward system with children's ownership and understanding. This will ensure that outstanding behaviour is recognised.

Please see the grids which show the expectations and actions to take following the inappropriate behaviour.

Action to avoid:

Unless behaviour needs immediate emergency action to stop something happening – children's behaviour should be discussed with them in a non-public situation. Children will not generally be told off in front of a large group of other children.

It is important to not appear to be too busy.

It is vital that all adults are consistent and always listen carefully to children who are unhappy about another child's behaviour and take action.

It is important that the consequence does not have a negative effect on a child's attitude to learning or self-esteem –

An adult should always be careful to be calm when dealing with a child's behaviour and give time and space from the situation to ensure that their behaviour is in anyway aggressive.

Sanctions such as writing lines will have a negative impact on a child's attitude to writing – asking a child to draw the situation and show their feelings and the feelings of others and then drawing how they should have behaved is more productive.

Bullying

Bullying is repeated, intentional physical and or emotional harm from one or a group of children to another (several times on purpose). Bullying often occurs where one party has power over the other and bullying is intimidating. We recognise that bullying can be physical, verbal or even intimidation by looking, sending messages via mobile phone and any internet route available etc. We also recognise that bullying is not usually obvious or public.

Please read in conjunction with our E-safety policy.

It is not a one-off event and is not 'falling out'.

Bullying is not tolerated. If it is found to be happening, we will act immediately to stop any further occurrence. We will do all we can to ensure that all children can attend school free from fear.

Incidents are recorded, parents and children are consulted, and children are asked for their feelings on a regular basis. All members of staff are informed. Children are protected as far as is practical. The action required will be different in each situation.

Behaviour beyond our rewards and sanction chart:

At this point the school will consider a multi-agency assessment.

Children's poor behaviour at a medium or high level, will be recorded on a bright pink behaviour form, filed in their class section of the behaviour folder and discussed at the whole school staff meeting.

The Headteacher has the responsibility for giving fixed term exclusions/seclusions to individual children for serious acts of misbehaviour.

For repeated or very serious acts of antisocial behaviour the Headteacher may permanently exclude a child and notify the governors.

This behaviour policy has been written in line with the guidance of DFE Behaviour and discipline in schools – a guide for Headteacher and school staff and guidance for governing bodies 2012.

Yr 5 and 6 children's comments have been taken into account.

It should be read in conjunction with the:

The Rights respecting section of our school's website

Equality policy

E-safety policy

Home school Agreement

References to parent or parents are to fathers as well as mothers, unless otherwise stated.

- a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);

If immediate action is required – (for example there is a report that a child has an object which they intend to use to harm others) two adults will ask a child to empty their bag and their pockets to see if the object is being concealed.

If staff consider that other prohibited items – alcohol, illegal drugs, stolen items or anything that is likely to link to danger or an offence are in school, then staff will supervise the child and belongings and contact the parent to accompany a search of belongings.

- b. The power to use reasonable force or make other physical contact; (for further information – please refer to DFE guidance - Use of reasonable force – advice for headteachers, staff and governing bodies.2012.)

If a child is being extremely aggressive the other children will be removed from the situation and 2 adults will stay with the child at a non- threatening distance.

If a child tries to run away an adult will follow from a long distance to ensure the safety of the child. A child's parent will be called and if necessary the police will be called.

If the child or another person is in danger of being harmed and non-physical intervention has been used and has not helped, a member of staff can use reasonable force (no more than is needed) to hold a child still or take a child to a safe space.

It is always unlawful to use force as a punishment.

The power to discipline beyond the school gate;

Teachers can address children's miss-behaviour outside school. It is our school's policy to communicate with parents when poor behaviour is reported to school and discuss whether this is appropriate and helpful with the parents involved.

We expect our children to have self-respect in all situations in their lives and care about each child in our school and therefore, if a parent feels it is helpful we would support them in working with the child to try to prevent any negative event occurring. – this may be through talking to the child, setting up a home-school record, supporting a parent when they are giving consequences.

Pastoral care for school staff accused of misconduct;

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. – See guidance – Dealing with allegations of abuse against teachers and other staff.

This Policy was ratified by the Full Governing Body on 23rd March 2015.

Signed: P Brock

23rd March 2015