



## Behaviour Policy (2017)

### 1. Aims and expectations

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. We are a caring community, whose values are underpinned by our church school ethos, built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live, work, learn and play together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour for learning policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We expect every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Knutton St Mary's rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### 2 Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

- We distribute rewards to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Tea with the Headteacher – on a regular basis the class teacher nominates a child to sit with the Headteacher and have a tea party where they will spend time with their peers and share their thoughts on school life, their interest and suggestions for the school improvement.
- In addition, we encourage children to share their achievements with others in school by being recognised in the Achievement Assembly or receiving a sticker from a member of the School's SLT are given to children for the following:
  - Exceptional pieces of learning
  - Exceptional pieces of handwriting
  - Exceptional acts of kindness
  - Bringing to school a special piece of work done at home voluntarily e.g. a diary of school holidays
  - Bringing a contribution to a special school event such as a fund raiser

We employ a number of rewards and sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

### Good to be Green Behaviour Programme:

#### The Cards

##### 1) Green Card

The aim is for all children to start the day on a green card, and stay on green all day! The children will earn rewards by 'staying green' including stickers, raffle tickets, texts or postcards home and surprise treats!

##### 2) Yellow Card

Occasionally children will need a reminder of behaviour expectations in school. If a child is given verbal warnings and continues the inappropriate behaviour their card will be changed to yellow. This will mean that they will miss at least five minutes of their playtime or lunch

time. If a child demonstrates that they can make the right choices and improve their behaviour they can go back to a green card.

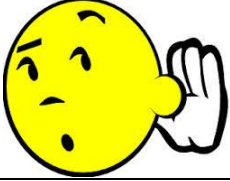


### 3) Red Card

If a child continues to behave inappropriately following warnings and a yellow card their card will be changed to red. There will be rare occasions where a child's behaviour will take them straight to red e.g. physical fighting and verbal abuse. Once a child receives a red card they will miss at least 15 minutes of playtime or lunchtime.

They will have to discuss their actions with a senior member of staff who will support the child to find a positive solution and record the incident.


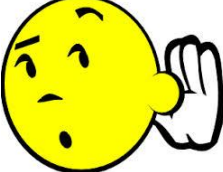


Children who continue on to receive three red cards will have home contacted to discuss the behaviour. If the behaviour continues the child will be put onto report.

### The Cards KS1

<p>Green Card</p> 	<p>Everybody starts the day on a green card, and we all try hard to stay green all day, all week and all year!</p> <p>If I stay green I can earn rewards including raffle tickets for the green raffle, texts or postcards home and surprise treats!</p>
<p>Verbal warning</p> 	<p>My teacher will give me a warning if I am not following our school or class rules. I now have a chance to make the right choice to improve my behaviour and avoid getting a yellow card.</p> <p>If I still do not make the right choice I will be given a second warning. This will be my last chance to make the right choice.</p>
<p>Yellow Card</p> 	<p>If I have had two warnings and my teacher thinks that I am still behaving inappropriately my card will be changed to yellow.</p> <p>If my card is yellow I will have to miss at least five minutes of my play time or lunch time.</p> <p>If I can show that I can make good choices and behave well it is not too late to have my card changed back to green!</p>
<p>Red Card</p> 	<p>If I make the wrong choices and continue to disrupt other children's learning or hurt or upset others I will move to a red card. There are times that I might go straight to red if my behaviour is serious such as fighting or swearing.</p> <p>A red card means there are consequences to my behaviour. I will have talk to Mrs Wheaver or Mrs Birchall about my behaviour and this will be written down. I will have to miss some of my playtime or lunch time-this will be at least 15 minutes. A red card is serious. If I get three red cards a grown up will contact home and let them know. It might mean they have to come to a meeting in school to discuss my behaviour. If I have five red cards I will have a report which will be filled in every day and this will be sent home.</p> <p>It may also mean that I have to miss out on other privileges such as after school activities or trips until my behaviour improves.</p> <p>Even if I am on a red card I can still make the right choices, improve my behaviour and work my way back through the yellow card to be green again!</p>

### The Cards KS2

Green Card	Everybody starts the day on a green card, and we all try hard to stay green all day, all
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	<p>week and all year!</p> <p>If I stay green I can earn rewards including raffle tickets for the green raffle, texts or postcards home and surprise treats!</p>
<p>Verbal warning</p> 	<p>My teacher will give me a warning if I am not following our school or class rules. I now have a chance to make the right choice to improve my behaviour and avoid getting a yellow card.</p>
<p>Yellow Card</p> 	<p>If I have had a warning and my teacher thinks that I am still behaving inappropriately my card will be changed to yellow.</p> <p>If my card is yellow I will have to miss at least five minutes of my play time or lunch time.</p> <p>If I can show that I can make good choices and behave well it is not too late to have my card changed back to green!</p>
<p>Red Card</p> 	<p>If I make the wrong choices and continue to disrupt other children's learning or hurt or upset others I will move to a red card. There are times that I might go straight to red if my behaviour is serious such as fighting or swearing.</p> <p>A red card means there are consequences to my behaviour. I will have talk to Mrs Wheaver or Mrs Birchall about my behaviour and this will be written down. I will have to miss some of my playtime or lunch time-this will be at least 15 minutes.</p> <p>A red card is serious. If I get three red cards a staff member will contact home and let them know. It might mean they have to come to a meeting in school to discuss my behaviour. If I have five red cards I will have a report which will be filled in every day and this will be sent home.</p> <p>It may also mean that I have to miss out on other privileges such as after school activities or trips until my behaviour improves.</p> <p>Even if I am on a red card I can still make the right choices, improve my behaviour and work my way back through the yellow card to be green again!</p>

If a child threatens, hurts or bullies another child resulting in deliberate harm to another person's body, 'heart' or property, the class teacher informs the HT. Behaviour incident forms are used to track behaviour incidents across the school and for individuals. They provide a valuable insight for staff to use to improve behaviour trends if identified.

If a child repeatedly acts in a way that upsets others, the school will contact the parent/carer. (See Anti-Bullying Policy);

Any behaviour strategies must take into account the needs of children with special needs.

Each class also has its own classroom rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

### **3 The role of the class teacher**

It is the responsibility of class teachers to ensure that the rules about behaviour are enforced in their classes, and that their classes behave in a responsible manner during lesson time and whilst moving around school. They are also responsible for developing the rules with the children and displaying them prominently in the classroom.

The class teachers at Knutton St Mary's have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents through procedures already detailed. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the SLT or HT.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

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

It is the responsibility of the HT, under the School Standards and Framework Act 1998, 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 HT to ensure the health, safety and welfare of all children in the school.

The HT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The HT keeps records of all reported serious incidents of misbehaviour.

The HT 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 HT may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **5 The role of parents**

Knutton St Mary's collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school information, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the HT. If the concern still remains they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 The role of governors**

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 HT in adhering to these guidelines.

The HT has the day-to-day authority to implement the Knutton St Mary's policy on behaviour and discipline, but governors may give advice to the HT about particular disciplinary issues. The HT must take this into account when making decisions about matters of behaviour.

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

We do not wish to exclude any child from school, but sometimes this may be necessary. This would be: in response to a serious breach, or persistent breaches, of the school's behaviour policy; where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school; verbal abuse or physical assault on staff or adult: deliberately hurting another child/ren to cause injury.

Knutton St Mary's has adopted the statutory guidance; The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. We refer to this guidance in any decision to exclude a child from school.

More information is available at

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

Only the HT has the power to exclude a child from school and 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 HT may exclude a child permanently. It is also possible for the HT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the HT excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, they make 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 HT informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the HT.

The governing body has a discipline sub-committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the HT must comply with this ruling.

## **Drug- and alcohol-related incidents**

It is the policy of Knutton St Mary's that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

Knutton St Mary's will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **9 Monitoring and review**

The HT monitors the effectiveness of this policy on a regular basis. The HT also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes.

The HT keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; and that no child is treated unfairly because of race or ethnic background.

As a school we place the highest priority on engaging with all pupils irrespective of ability or disability. We believe that the teaching methods and resources that we employ to support pupils with specific learning difficulties are good practice for all children. The teaching strategies that we use are the ones recommended by our Inclusion Lead in consultation with outside agencies and further details are available in the relevant policies.

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.

**Signed:**

**Date:**

**Link to other documentation / policies:**

- Anti Bullying Policy
- Home School Agreement

<b>Document Change</b>	<b>Date of review</b>	<b>Reviewer</b>	<b>Changes Made</b>