

SCHOOL BEHAVIOUR POLICY 2017
To Be Read In Conjunction with the Schools Exclusion Policy

SAFEGUARDING POLICY CROSS REFERENCE

Please read this policy in conjunction with the School Safeguarding and Child Protection Policy alongside the guidance found in the Gloucestershire Safeguarding Children Board Handbook www.gscb.org.uk/handbook and the guidance on safer working practices outlined in www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/safeguardingadviser/network/sanetwork/

Vision

Stow-on-the-Wold Primary School will be at the heart of the community; a place where everyone is keen to achieve and share in success, making best use of all resources and celebrating diversity. Everyone will have a clear understanding of their contribution to the School in its central role of raising standards; educational, physical and social and moral.

Inclusion statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Stow Primary School to be an ideal learning environment for nurturing and developing the whole child. In short, every child matters.

School Rules

The rules of the school clearly state the standards of behaviour we expect in school. We have tried to reduce the number to five golden rules written in child friendly speak. They are phrased in the positive and cover most possible instances of misbehaviour. Our policy is based upon adherence to these rules.

The golden rules are:

- Call people by their proper names
- Keep your hands and feet to yourself
- Be in the right place at the right time with the right equipment
- Move around the school calmly and quietly
- Treat other people and their property with respect.

Classes also draw up their own classroom rules in negotiation with the teacher and have their own in-house reward systems that are age appropriate.

Rewards

Our main emphasis is on encouraging and praising good work, progress in learning, good attitudes and behaviour. Improvements in work, attitude or behaviour and consistent effort in any of these are celebrated during a special weekly Assembly when the children's achievements are described or shown to everyone. The names of the specially mentioned children are recorded in class log books and each child receives a signed certificate in recognition of their efforts. Daily rewards such as house points and class reward incentives leading to golden time are also awarded during the week.

Sanctions

If a child fails to maintain the minimum standards of behaviour expected by the policy then a clear set of sanctions will be applied alongside clear support and assistance in modifying their behaviour (e.g sanction and support, prevention being better than cure)

If sanctions are to be imposed the adult involved must make sure that s(he):-

- is targeting the right pupil(s);
- has established the truth of the situation;
- is not over-reacting;
- is referring to the behaviour not the personality;
- is consistent.

Members of staff should aim to apply rules consistently but there should be some degree of flexibility to take account of individual circumstances.

Pupils should learn from experience to expect fair treatment.

Discipline Procedures

1

If a child misbehaves in a minor way, usually in the first instance this will result in a verbal warning and discussion by/with an adult including teachers, teaching assistants and MDSA's or supervisors
This is known as "a merit warning" and children know that they must stop the undesirable behaviour or face step 2.
The child will be supported by their class teacher and teaching assistant and MDSAs as appropriate, and reminded how to behave properly.

2

If the minor misbehaviour continues or if the act of misbehaviour warrants it in the first place then the child will lose their merit for the day. This results in the loss of a playtime and a letter with a tear off slip will be sent home for parents to reinforce the message and support the school.
The child's name and reason for the sanction will be entered into a lost merits book as a record.
The child will be supported by the class teacher and teaching assistants and MDSAs as appropriate. Parents will be expected to support the school and sanction their child at home and talk to them about how to behave in school.

3

If No 2 occurs more than three times e.g three lost break times then there will be a loss of a lunchtime. As before parents will receive a letter informing them of the child's misbehaviour with a slip to be returned to school.
The child's name and reason for the sanction will be entered into a lost merits book as a record.
The child will be supported by the head, the class teacher and assistants and support from parents will be expected.

4

If the undesirable behaviour persists and adds up to three lost lunchtimes with no sign of improvement then the school will use the EASI profile to assess the child and draw up an Individual Education Plan. The child will be placed on the SEN register for behavioural concerns. Parents will be involved in the development and implementation of such a plan and to termly reviews.
The child will be supported by the head, the class teacher and assistants and support from parents will be expected.

5

If 4 does not prove to be effective then the problem will be referred to outside agencies such as the LEA Primary Behaviour Support Team and The Educational Psychology Service for further guidance. Parents will be involved at all stages of this procedure. School Governors will be informed.
 A pastoral support plan will be drawn up at this stage as the child is at risk of exclusion.
 Support will be from the Educational Psychologist or the behaviour support team working alongside school staff and parents to support the child in school.



6

If all steps 1-5 prove unsuccessful then the County Guidelines for exclusion from school will be followed (see attached appendices)
 Support will be from the school and possibly the reintegration service or a pupil referral centre.

This policy will be reviewed with the staff and Governors annually.

Ratified by Governing Body- **October 2017**

Date to be reviewed **October 2018**

Signed :
 Chair of Governors.