



Belton Lane
Primary School

School Behaviour Policy

November 2019
Review 2021

Behaviour Policy

1 Overall Aim of this policy

- 1.1** 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 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 and work together in a supportive way.

2 Rules

- 2.1.1** School rules are negotiated between children and teachers at the beginning of each school year.

- 2.1.2** Rules are established, with teachers ensuring that there is consistency between classes and year groups.

2.2 Rewards

- 2.2.1** Each class has their own reward system personalised to their class.

In addition to this we have;

A home/school diary which is used to communicate with parents where necessary. As a result of continued good behaviour children are invited take part in a treat at the end of each year.

- 2.2.2** Certificates are awarded on a weekly basis for good work or behaviour

2.3 Sanctions

- 2.3.1** There are high expectations of behaviour of all pupils. The following behaviours are those which will attract sanctions, in line with established class or playground rules:

- Defiance of the authority of teachers or other adults
- Disruption of the teaching or learning of others in the class
- Damage to property or other materials
- Abusive, intimidating or violent behaviour towards other pupils or adults

- 2.3.2** The sanctions to be applied by all staff in a situation are:

- A look
- The child's name and a reminder/warning of the rule s/he is breaking
- A second reminder/warning
- Time out within the classroom/playground
- Time out within another classroom/supervised inside the school building
- Head teacher informed
- Parents informed

- 2.3.3** At each stage, the child has the opportunity to modify his/her behaviour.

- 2.3.4** In the case of violence or risk to the health and safety of others, the hierarchy of sanctions may be waived, and the child removed immediately to another class/headteacher. If a child threatens, hurts or bullies another child, or in the case of persistent defiance or disruption, the class teacher records the incident(s) and the reports are sent to the head teacher for monitoring purposes. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Should a child fail to respond to sanctions, and present a danger to either him/herself or others, staff will remove the other children from the classroom/situation and if necessary restrain the child who is presenting a danger to themselves or others.
- 2.3.5** Where a child persists with challenging behaviour discussion with staff will lead to a meeting with parents during which a referral to the Education Behavioural Support Service may be decided to be appropriate. If following advice from EBSS strategies fail to secure an improvement in a child's behaviour, the child will be excluded within the school. (usually in the care of the Headteacher)
- 2.3.6** If, after all school based strategies have been exhausted, the child fails to respond positively, then a fixed term exclusion may become necessary. If the child still displays extremely challenging and disruptive behaviour the school will then have to consider a permanent exclusion.

3 The Role of Staff

- 3.1** It is the responsibility of all staff to ensure that the school rules are enforced in their classes, and that children behave in a responsible manner at all times.
- 3.2** 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 LEA behaviour support service.
- 3.3** The class teacher reports to parents about the progress of each child in their class. 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

- 4.1** It is the responsibility of the headteacher 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The headteacher has the responsibility for administering periods of internal seclusion, or giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the

headteacher may permanently exclude a child. The governors and LEA are notified if this action is taken.

5 The Role of Parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. 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.
- 5.4 If the school has to use reasonable sanctions, 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The Role of Governors

- 6.1 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 headteacher in adhering to these guidelines.

7 Fixed-term and Permanent Exclusions

- 7.1 The exclusion of a child from school is used as a last resort, and with the health and safety of others in the school a priority, but sometimes it may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance from DFE. We refer to this guidance in any decision to exclude a child from school.

8 Monitoring and Review

- 8.1 The headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records concerning incidents of misbehaviour.. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at lunchtimes: lunchtime supervisors keep written details of any incidents, and report these as appropriate to the class teacher or the head teacher.
- 8.3 The headteacher keeps a record of any child who is excluded for a fixed-term, who receives a period of internal seclusion, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of fixed term 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.

Policy Review

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.