

# CONISBROUGH BALBY STREET PRIMARY SCHOOL

## Behaviour Policy

To be read in conjunction with Combating Bullying Policy

Good behaviour is a necessary condition for effective teaching and learning to take place and yet the way that we teach, what we teach and how we behave towards those who we teach will have an influence on the behaviour of the children in our school.

### Aims

- To develop a whole school behaviour policy, supported and followed by the whole school, community - parents, staff, children and governors - based on a sense of community and shared values.
- By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.)
- To encourage goodbehaviour for children of all ages and abilities through a consistent reward system, rather than simply to punish bad behaviour.

### To achieve this we will seek to

- Raise pupils' self esteem
- Ensure regular attendance and a positive work ethic
- Treat all children and adults with respect
- Speak politely to all other people
- Praise children's efforts and achievements as often as they can
- Explain to children what they should have done or said when they get it wrong
- Tell parents about their child's efforts and achievements
- Avoid using critical or sarcastic language.
- Ensure that the policy is fully understood and is consistently implemented throughout the school

## Responsibilities

<b>Staff and Governors</b>	<b>Parents/Carers</b>	<b>Pupils</b>
To lead by example	To be aware of and support the schools values and expectations	Behave well in and around school, on the way to school and on the route home
We will provide you child with a broad and balanced education which will incorporate the National Curriculum	To ensure that pupils come to school on time with the right equipment	Arrive at school with everything I need, between 8:30 and 8:40 am to begin work by 8:45
We will provide homework for your child that is relevant to what he/she is doing at school and is in line with the school's agreed Homework Policy	Value my child's education and share with him/her his/her daily experiences of school Encourage my child to take a pride and interest in his/her work, both at home and at school	Work as hard as I can and take pride in my work at school and at home Keep to the school rules and my classroom rules for the benefit and safety of myself and others
We will provide, on request, information for parents about the procedures for complaints concerning the curriculum	Support the school and its staff in maintaining high standards in all areas of school life	Be kind, helpful, well mannered, honest and friendly both in and out of school
We will listen to concerns and complaints raised by parents, pupils and the community and do our best to find a solution	Support the school 's homework policy	Have a hairstyle that is appropriate for school.
We will do whatever we can to help you help you child with his/her learning	Ensure that my child has had sufficient sleep; arrives at school on time (8:30 am – 8:40 am), appropriately dressed, equipped and ready to benefit from the day at school	Tell an adult if I am upset or unhappy Set a good example to younger children through my words and actions
We will recognise and value achievement and give your child opportunities to achieve success and fulfilment	Inform the school of anything which may affect my child's education or well being	Try my best with homework and complete it on time
We will try to develop your child's independence, confidence, self-discipline and self-seteem.	Encourage in my child, good behaviour, politeness and a respect for others and thier property and support the school's Anti-bullying Policy	Respect other people's belongings and take good care of the school's equipment and buildings
We will work to foster the partnership between home and school and all other groups and agencies that contribute to the education of your child	Keep the school informed of changes in my address and telephone number	Take responsibility for my belongings and for my actions
We will do our best to provide a safe, secure, calm and orderly environment for your child	To provide the school with an explanation of the reasons for any absence on the first day	Try to co-operate with others when working together
We will provide information about your child's progress and opportunities for you to talk with your child's teacher	Try my best to visit school, when appropriate, to discuss my child's welfare and progress	Listen carefully and concentrate in lessons

We will treat your child fairly at all times		Try to work quietly and not disturb others
We will encourage your child to show kindness, good manners and consideration to others		Tell an adult if I am being bullied or if I see someone else being bullied
We will provide opportunities to extend your child's learning		
We will try to prepare your child to become a valued member of society		
We will encourage your child to work to the best of his/her ability		
We will make your child's education meaningful and enjoyable		
We will try to make our school a stimulating place in which to learn		
We will keep you informed as to events taking place in school		
We will contact you if we have concerns about your child's attendance or punctuality		
We will inform you promptly about any concerns that we have regarding your child		
We will identify and support children with SEN and inform parents/carers as to how we will meet their needs		

## Curriculum

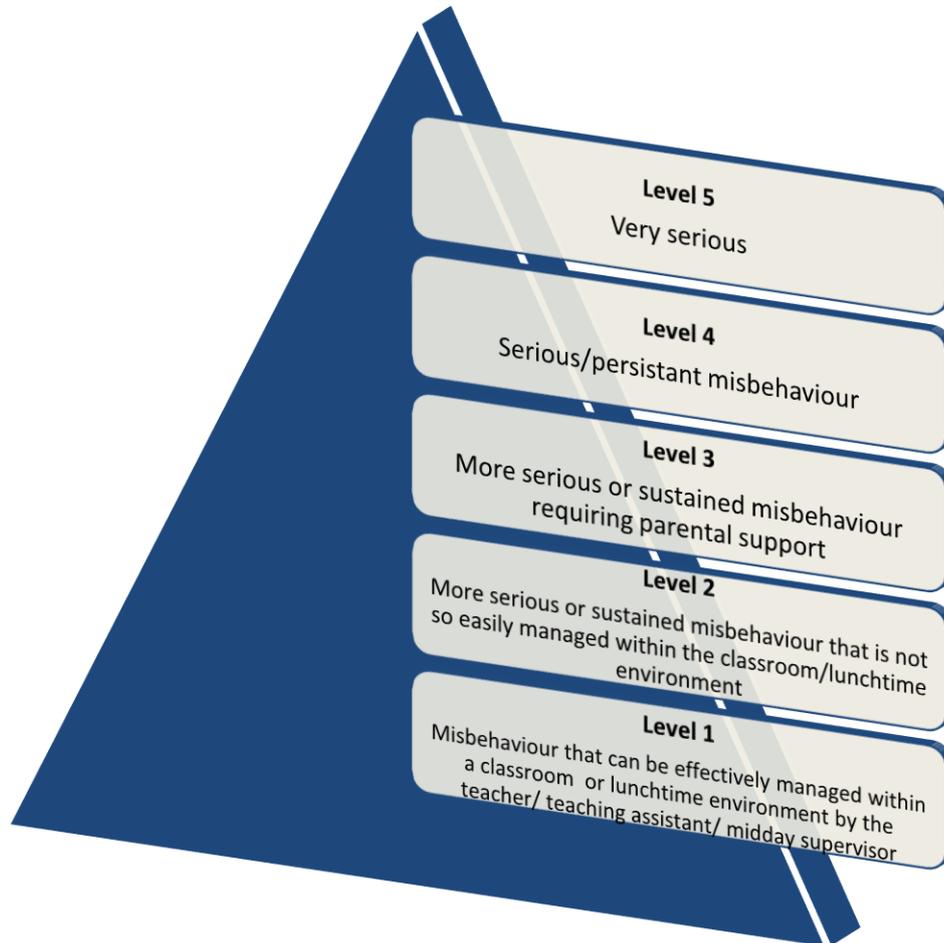
Where there is good behaviour it is most often associated with the central issues of good relationships, appropriate curriculum and teaching methods.

The quality of the curriculum is a significant determinant of pupils' behaviour. A broad curriculum with a suitable diversity of activities matched to the needs of all children, providing genuine challenge and excitement, requiring sustained application on the part of the children, leaves little time for, or interest in misbehaviour. An impoverished curriculum for children, particularly those deemed to be 'less able' can soon lead to boredom.

There is no guarantee that a particular teaching method will ensure good behaviour but whatever methods are used teachers' expectations of themselves and of their pupils plays an important role.

## Unacceptable behaviour

We divide this into bands as follows:



## Support systems for Individual Pupil Need

- If there is a persistent problem the class teacher and the SENCO/ Inclusion Manager will draw up an Individual Behaviour Improvement Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors, where appropriate. This will give a consistent approach throughout the school day.
- If the problem continues, together we will work with outside agencies to seek solutions to support the pupil.

### **Support systems for staff**

- School will support all adults working with pupils to ensure they are achieving.
- It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs.
- The school safeguarding and confidentiality policies must be carefully followed.
- Staff having difficulties with an individual, class or group should speak to the class teacher or Senior Leaders

### **Support Systems for parents/carers**

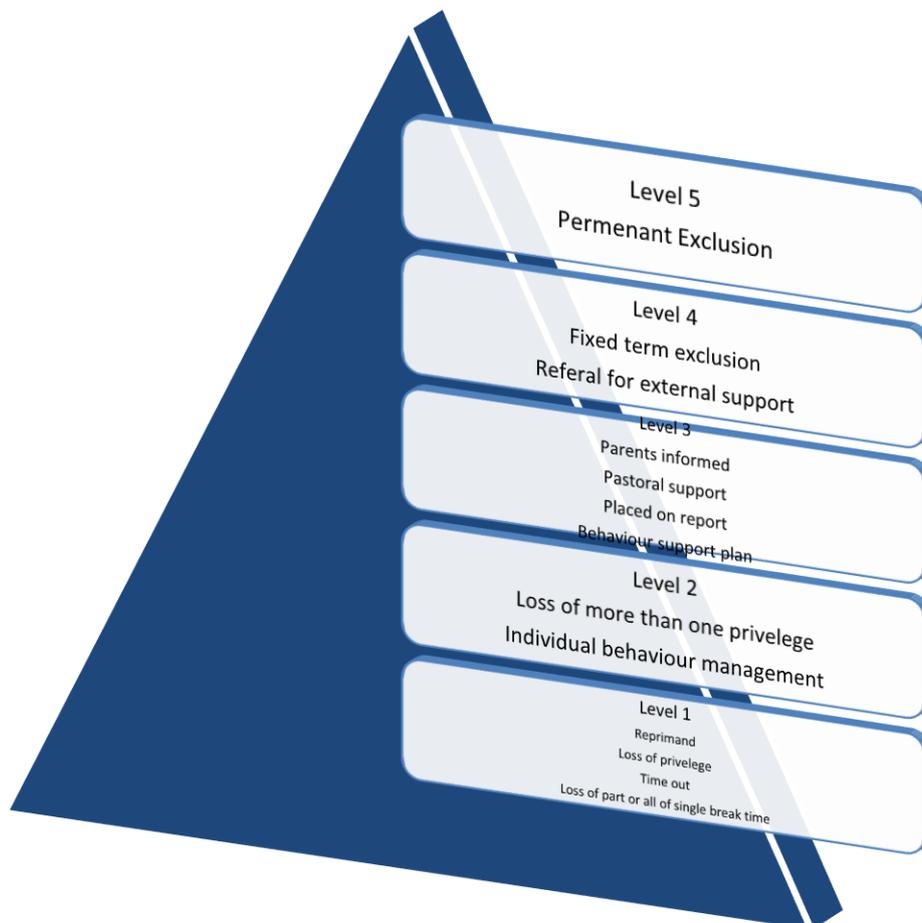
School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

### **Rewards**

- Verbal praise: a ratio of 3 positive comments to one negative
- Weekly certificates celebrate children's curricular, extracurricular and behavioural achievements
- Rewards, stickers and praise pad certificates are given to praise good behaviour, positive attitudes and learning achievements
- Weekly 'Special Mentions Assemblies' encourage pupils to be proud of their achievements within school
- Assemblies to celebrate achievements outside school

## Sanctions

- The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be used with care as they may lead to resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.



## Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

## REVISED GUIDANCE ON EXCLUSION

School will follow the revised guidance on exclusion from September 2012. This replaces the Improving Behaviour and Attendance: guidance on exclusion for schools and Pupil Referral Units (September 2008) in England.

### Key Points

- The Government supports Headteachers in using exclusion as a sanction where it is warranted. Permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.
- Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. Disruptive behaviour can be an indication of unmet needs.
- Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
- Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.
- Schools should take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after exclusion.
- Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by **an independent review panel**. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First –tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).
- An independent review panel does not have the power to direct a Governing Body to reinstate and excluded pupil. However, where a panel decides that a Governing Body's

decision is flawed when considered in the light of principles applicable on an application for judicial review; it can direct a Governing Body to reconsider its decision.

If the Governing Body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the LA towards the costs of providing alternative provision.

- Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

The full guidance can be downloaded from:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE->