

# Tacolneston & Morley CE VA Primary Schools Federation



## **Behaviour Policy**

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

**Agreed: Summer 2019**

**Head Teacher:**

**Governor:**

**Review : Summer 2020**

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**Executive Head Teacher: Mrs Laura Green**

**Chair of Governors: Mr Robert Culyer**

### **Ethos**

Our Federation of schools work within a Christian ethos based upon the teachings of Jesus. Our Behaviour Policy reflects the importance we place upon the Values For Life. In particular, the policy enables us to maintain an atmosphere of love, care, respect and forgiveness for all members of the community.

### **Aims**

- to foster a happy, self-disciplined attitude and to value everyone's contribution;
- to promote adherence to an agreed set of principles of behaviour by pupils which will support effective teaching and learning;
- to demonstrate that our school is a caring community where everyone has rights and responsibilities;
- to develop positive expectations of behaviour in the children among the school community.

### **Code of conduct**

To access the right to teach and learn effectively, we expect our children:

- to be punctual to lessons, properly equipped and ready for learning;
- to work hard, doing their best to achieve and develop strategies to learn independently;
- to demonstrate mutual respect by listening to each other and to instructions carefully;
- to use and share equipment sensibly and safely and respect each others' property and the school building
- to have a sense of pride, care for books and displays of work;
- to complete homework as required and hand it in on time.

To be safe and happy in school, we expect our children:

- to enter and exit the school in a calm and orderly manner;
- to walk carefully around the school;

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- to be polite and helpful to others;
- to wait with staff at home time until a parent/appointed responsible adult collects them. Older children may have permission on written request from parent, to walk or cycle to and from school.

To enjoy a relaxed, happy and safe playtime, we expect our children:

- to play peaceably with each other;
- to settle disputes in a mutually respectful way;
- to report to a teacher immediately if there is an accident or a dispute which needs arbitration;
- to use playground equipment appropriately and return it safely to storage areas when not in use;

### **Rewards and Sanctions**

We consider it is important that praise and rewards should have considerable emphasis within school and as a result all children will receive recognition for a positive contribution to school life. Such a contribution includes sound academic work, effort, enthusiasm and good behaviour, showing adherence to the code of conduct set out above.

#### **Rewards**

We reward pupils for working as part of the community – supporting one another and showing care for others. We do this in the form of House Points and Values For Life Certificates. We reward academic achievement through our merit system. Staff give general, verbal praise and encouragement during lessons and around the school. Children may be sent to show their work to the HT or the teachers and children in the other classes.

More formally, House Points are counted and celebrated each week. The accumulated points are added to points gained on Sports Day and the winning house receives a cup at the end of the academic year. Reward stamps or merits, which are recorded on the child's stamp card, will be awarded to all children who demonstrate a positive response to their academic work. On achieving a sufficient number of reward stamps in Key Stage 1 the child will receive a coloured star badge and in Key Stage 2 the child will receive a bronze, silver or gold metal badge.

In Celebration Assemblies, held on Friday mornings, a Value For Life certificate is awarded to pupils who have demonstrated this value in the previous week.

The Friday Flyer/Newsletter will list the children who receive these certificates each week so that their behaviour can be recognised and celebrated by the whole community.

## **Sanctions**

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future.

There is a relationship between the principles of our Equal Opportunities and Anti-Racism policies and the sanctions system. Rebukes and sanctions which are differentiated solely on the grounds of gender or race, are not acceptable.

There is a connection between our Behaviour policy and our Anti-Bullying Policy. Regular, consistent misbehaviour over a period of time, directed at another individual(s) will constitute bullying and will be dealt with according to the Anti-bullying Policy.

## **Unacceptable behaviour during Teaching/Learning time**

As a general rule, teaching staff will apply the basic principles of effective classroom management to reduce “low level” disruption and maximise learning. They will model standards of courtesy and act as a positive role model.

Low level disruption will be dealt with by:

1. A reminder of the rule
2. Name written on the board with one strike
3. If two strikes are recorded in a morning or afternoon session 10 minutes will be spent at break or lunchtime reflecting on their behaviour and filling in a reflection sheet, depending upon the individual pupil. These will be filed in the Headteacher’s office and monitored by the Headteacher on a weekly basis.
4. If 3 reflection sheets are filed or 3 reflection times completed in a half term, parents will be informed by letter and invited to discuss the child’s behaviour with the Head teacher. At this meeting a record of the discussion and actions will be recorded and signed by both parties.
5. If another 3 reflection sheets are filed or reflection times completed, parents will be informed by letter and this may result in a daily or weekly written record of behaviour, involving the child, which will be communicated to the parents.

## **Serious Incidents**

All classrooms have a Red Card which should be sent to the office in the event of a serious incident. A member of the Leadership Team will be informed and come to the Class Teacher’s assistance.

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Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Head Teacher, the Deputy Head Teacher or the School Leader who will deal with it, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage and each stage is recorded.

### **Procedures for Dealing with Major Breaches of Discipline:**

- A verbal warning by a member of the Leadership Team as to future conduct
- Withdrawal from the classroom for a period of time
- A letter or phone call to the parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LEA
- Parents have the right of appeal to the Governing Body against any decision to exclude

A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Serious incidents are recorded on a Behaviour Incidents Record which is maintained by the School Leadership Team.

### **Major Incidents**

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These are recorded by the Head Teacher and a note kept on the child's file. They include:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Incidents which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

### **Challenging Behaviour**

Challenging behaviour can take the form of:

- Verbal or physical abuse
- Assault
- Defiant refusal
- Absconding

### **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then minimum physical restraint may be necessary.

The child should be removed from the situation as soon as possible and taken to a member of the Leadership Team who will take immediate action to involve parents. If the child refuses to go, the other children should be moved away from the area to isolate the child.

An incident form should be filled in and the situation discussed with the Head Teacher; Deputy Head Teacher or Senior Teacher.

The Head Teacher or Deputy Head Teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

### **Policies which relate to this policy:**

- Governor Written Statement of Behaviour Principles
- Exclusion Policy

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- Safe Touch Policy
- Positive Handling Policy
- Safeguarding Policy
- Lunchtime Supervision Policy