



Be The Change

'BE THE CHANGE YOU WISH TO SEE IN THE WORLD'

Be the Change

BEHAVIOUR POLICY

2018-2020

Approved by Board of Trustees: _____ Date: September 2018

Review Date: September 2019

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Changes made	Date of Revision
Version 1	Original	October 2017
Version 2	Revised	September 2018
Version 3		
Version 4		
Version 5		
Version 6		

Be the Change

BEHAVIOUR POLICY

We aim to ensure that:

- Everybody in the schools understands their rights and responsibilities.
- Children are encouraged to follow rules and routines
- Children are aware of the consequences of acceptable and unacceptable behaviour.

Adults and children share the following rights and responsibilities:

Rights:

- To respect and dignity
- To feel safe
- To get on with our learning.

Responsibilities:

- To manage our own behaviour
- To treat others with respect and dignity
- To co-operate with others
- To work within the agreed system.

Teachers are responsible for all of the children in the schools and set high standards by:

- Showing respect for the children and other people
- Showing respect for property
- Establishing clear routines
- Creating a stimulating learning environment
- Teaching effectively
- Being good timekeepers
- Establishing links with parents

Our pupils have the right to feel safe and to receive high quality teaching so that they can learn effectively. Therefore we will:

- Communicate with children, and develop good relationships
- Establish and maintain a calm, purposeful atmosphere
- Encourage children to abide by the school rules
- Use rewards and reinforce acceptable behaviour
- Use the language of choice
- Use consequences fairly and consistently
- Encourage children to take responsibility
- Use Circle Time to discuss issues and develop self-esteem.

All members of staff work together to put this policy into practice and it is essential that we work as a team. Within that team, leadership is given by the Headteacher, Deputy Headteachers, SENDCO and teacher with responsibility for PHSE. The teacher with responsibility for PSHE can give support to colleagues and work with the School Council. The SENDCO liaises with teachers of pupils with IEP's with behaviour targets, and with colleagues from outside agencies including:

- Social Services
- Learning Mentor
- Behaviour Support

Rules are negotiated with each class and may be modified during class discussions. They are positive, realistic and manageable and are based upon the following:

- Listen carefully
- Try your best
- Respect other people
- Be prepared for every lesson
- Move sensibly and safely around the school
- Respect property and take care of possessions.

Emphasis is placed on promoting desirable behaviour in positive ways. We have made a conscious effort to use rewards, which have been discussed with and explained to the children. These include:

- Verbal and non-verbal praise
- Stamps/stickers
- Certificates
- Display of work on boards

Consequences must be used fairly and consistently. These are discussed with each class and involve:

- First warning via words/name on board
- Second warning
- Completion of behaviour log (copies to be retained by class teacher and Headteacher)
- Loss of privilege such as part of playtime/time out
- All minor behaviour incidents are to be logged and made available to parents
- Inform parent
- Inform/send to Headteacher

When a child behaves in a way which is unacceptable, it is important to explain that the child has a choice.

The language of choice is used. E.g. 'Jack, you need to...' . If unacceptable behaviour continues, a consequence must occur. In extreme cases of unacceptable behaviour, the Headteacher must be involved. It is important that communication with parents takes place through:

- Home/School books for individual children
- Newsletters
- Meetings with parents
- Phone calls and discussion about individual children on specific issues.

For pupils demonstrating persistent unacceptable behaviour, contact with parents is essential and the SENDCO and outside agencies may be involved.

In extreme circumstances the Headteacher may exclude a child. This may need to be exercised by the Deputy Head in the absence of the Headteacher. Exclusion can be used in cases of physical aggression, non-physical attack, disruption and rule breaking, possession of a weapon, drugs involvement, smoking or a criminal act against the school.

In exceptional circumstances it may be necessary to use force to control or restrain pupils. Guidance has been given and must be followed. A written report must be completed in relation to any such incident.

Items Prohibited or Banned from School

The following items are prohibited or banned from school: fire lighting equipment (matches, lighters, etc.); knives, including pen knives and craft knives, and any other weapons; alcohol and solvents; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; offensive material (pornographic, racist images etc.); any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any other item that is considered harmful or detrimental to school discipline.