

Bryn Offa Church of England Primary School

Behaviour Policy

Date of Policy – Autumn 2019

Introduction

Our school prides itself in being a happy place for all. We achieve this by recognising the importance of all stakeholders in our community and valuing their individual contributions to the life of the school. It is our belief that celebrating the positive reinforces good behaviour. We recognise that like all schools we have incidents of negative behaviour and through this policy address our approach to dealing with these and supporting the individuals involved through modelling positive behaviour.

Our Behaviour Policy is supported through our School Values and through the PSHE curriculum.

Aims

At Bryn Offa we aim to

- Make the experience of all children in the school happy, positive and safe
- Treat all members of the school community with consideration and respect
- Help children to develop self-control and to respect the feelings of others
- Help the children develop an understanding of right and wrong
- Be polite, co-operative and friendly
- Appreciate the school environment and respect the property of others
- Value other people, their work and opinions
- Respect the culture and beliefs of others
- Treat others as they wish to be treated themselves
- Prepare and educate pupils for membership of all aspects of society

How we achieve our Aims?

Pupils, parents, teachers, support staff and Governors all take collective responsibility for the promoting of positive behaviour in Bryn Offa, and dealing effectively with negative behaviour. This is achieved through:

- High expectations of behaviour throughout the school
- Being positive role models for the children
- Clearly defined rules throughout the school
- Consistency of expectation throughout all parts of the school day
- The PSHE Curriculum
- Collective worship and whole school assemblies
- Daily positive interactions throughout the school

Stakeholder Expectations

Pupils

Pupils are expected to:

- Be polite, well behaved and courteous at all times
- Follow the Class and Playground rules
- Work co-operatively with each other and with the adults in school
- Have high expectations of themselves and others
- Treat everyone with respect

Parents

Parents are expected to:

- Behave respectfully at all times towards school staff
- Support the school rules and the behaviour principles of the school
- Parents will be kept informed about negative behaviour and may need to support behaviour management methods (such as a home / school link book)
- Engage with the school and support the work of the school at home

School Staff

School staff will:

- Actively establish positive relationships with pupils and parents
- Deal quickly and effectively with negative behaviour according to the school policy and principles
- Keep parents informed about negative behaviour in line with this policy
- Have high expectations of pupils' achievement, attendance and behaviour
- Use praise and reward to promote and motivate positive behaviour
- Treat pupils and parents equally, with respect and in a fair and just manner

Governors

Governors support the aims of the school and its commitment to discipline. They can also provide a mediator if requested by any school stakeholder. This includes in issues where exclusion has become an option.

Equality and Fairness

At Bryn Offa all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to the Rotakids group. Bryn Offa School has an ethnic, religious, cultural and linguistic diversity which is recognised, valued and promoted as a positive feature of the school and its community.

Break Times

The expectations of behaviour during break times are the same as during the lesson times. The children are expected to treat everyone with kindness and respect. It is also important that the children treat the lunch staff with respect and follow instructions when they are given.

In their first few weeks of term, we sometimes ask the older children to 'buddy up' with one of the new Reception children. This enables the new children to make a good start at Bryn Offa and learn the ways to behave from our oldest and most responsible children.

Additional reward systems are sometimes used at lunchtime to encourage and reward good behaviour.

Where there is negative behaviour on the playground, the lunchtime staff will deal with it according to the policies of the school, and will inform the class teacher of the behaviour in order for them to decide on the appropriate response.

Dealing with Negative Behaviour at Bryn Offa

In order to standardise our approach to dealing with negative behaviour and ensuring parental support of the process it will follow a progressive scale of response. At each of the stages the appropriate adult will decide on the most appropriate sanction for the particular negative behaviour. Sanctions may include missing a break, missing golden time, having to repeat a piece of work etc

Staged Approach to Behaviour

STAGE 1

Minor incidents are dealt with verbally by the adult who witnessed the behaviour or had it reported to them.

If the behaviour continues the pupil progresses to Stage 2



STAGE 2

Parents will be informed by the class teacher of the behaviour and resulting consequences. If the behaviour is persistent or judged to be serious enough, it will be recorded in the class log until the behaviour improves.

If the behaviour continues the pupil progresses to Stage 3



STAGE 3

At Stage 3, additional techniques to adjust behaviour are used. The most common response at this stage is to start a 'Home School Link Book' which is used at school and home to help the child to modify their behaviour. Other behaviour modification techniques could also be used at this stage.

If the behaviour continues the pupil progresses to Stage 4



STAGE 4

At Stage 4 the behaviour has either continued to persist or is deemed serious, a meeting will be arranged with the class teacher, parents and either the headteacher or deputy headteacher

If the behaviour continues the pupil progresses to Stage 4



STAGE 5

At Stage 5 the behaviour will have been judged serious enough, or persistent enough to involve the Chair of Governors in discussion about the possibility of exclusion. This is a very rare, but serious step and is explained in the 'Exclusion' section of the Behaviour Policy

At any stage the headteacher may record the behaviour in the school behaviour log

Children with Adverse Childhood Experiences

There may be children in school who have behaviour that needs to be dealt with differently to the rest of the children due to their early childhood experiences. This is not to say that unacceptable behaviour should be tolerated, but that different strategies may be needed that are specific to that particular child.

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Exclusion

Excluding a child from school is considered an action of last resort. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules, e.g. hitting a member of staff, or putting someone in real danger.

A decision to exclude a child is a serious one and is only be taken where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child. There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Schools have a power to screen and search pupils for weapons. The Headteacher also has the legal power to search without consent any pupil they suspect is carrying a weapon. The headteacher may also inform the police if a criminal offence may have taken place, and will also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.

In addition to permanent exclusion, a pupil may also be excluded for a fixed period of time. If this sanction becomes necessary, parents will be provided with work to complete in the first five days of exclusion (unless attending alternative provision) and be informed of the:

- Reason for the action
- Length of the exclusion
- How representation can be made to the governing body about the exclusion
- Reintegration interview at the end of the exclusion period
- Parenting contract (if appropriate)

The Role of the Governing Body in Exclusion

In cases where there is a serious discipline problem, the Chair of Governors would be consulted prior to the final step of the pupil exclusion. The appeals sub-committee may also be involved at this stage.

Policy adopted at full governing body meeting –