Enmore Church of England Primary School

'Those who are taught here must go out and teach others'

Rev J. Poole, Founder, 1810

'I have set you an example that you should do as I have done for you.'

John 13: 15

School Behaviour Policy (incorporating the Bullying Policy)

1. A positive climate for Behaviour includes:-

- High expectations on the part of all staff that all staff and pupils will be treated with dignity and respect
- Children are aware that staff appreciate, praise and reward good behaviour
- Children learn to appreciate their own good behaviour and make positive contribution to school community overall, where we experience 'living well together'
- The use of peer mediation/restorative justice to enable children to disagree well, practice forgiveness and put the school vision and values into practice

2. When Problems occur:-

- Inappropriate behaviour, no matter how minor, is always dealt with promptly and thoroughly
- It is important that written records are kept of all behaviour issues in order to identify any longer term patterns
- Children begin to appreciate that their own choice of behaviour must result in appropriate consequences
- Time is given for reconciliation and forgiveness if necessary
- A structured approach, shared by all staff, covers minor matters/minor sanctions and also major issues, with their appropriately greater responses

3.   Our School's Structured Approach

- is graded to cover any level of inappropriate behaviour

Minor Matters

- Within the classroom these are the responsibility of class teacher
- In the playground these are dealt with

   a) By the member of staff on duty
   b) Entry in log book kept in the school office. This log book enables class teachers to maintain an overview of a child's behaviour throughout the school day. At the end of lunchtime it is taken round to all relevant classes.

Sanctions for any of above include:-
1. Missing part or all of playtime(s)
2. Exclusion from clubs/activities outside the normal curriculum
3. Pupils may also be sent to work in another classrooms if they are disruptive, and they will be expected to complete the same work as they would in class.

Major Matters

- Referrals from any member of staff can be made to the Headteacher
- All major matters need to be recorded
- Headteacher reinforces previous staff action

Repeated behaviour incidents

If a child continues to behave inappropriately, a behaviour modification programme may be implemented- possible formats for this are available from the head teacher. Parents will be regularly informed of progress with modification. Continued poor behaviour will lead to the severe clause.

Severe Clause
There are actions that for the safety of others cannot be tolerated. These are **wilful** actions, e.g. disobedience of an adult, destruction of property, hurting someone else, making malicious allegations against other children or staff. If any of these occur then the child may leave the normal system of sanctions immediately and a different set of consequences apply, involving the Head teacher, parents, and possibly exclusion.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Outside Agencies

It is sometimes appropriate to involve outside agencies, whose advice can often help children to 'fine tune', their behaviour/social skills.

Collaboration

At all stages of disciplinary matter, <u>staff share information</u>. This is frequently informal but is beneficial in terms of providing a cohesive and collaborative response.

4. Bullying

The term "bullying" is often misused. An Enmore staff and Governors consider it to be the intentional, malicious targeting of an individual, or group, over a sustained period of time. It is not to be confused with a group of children who have reoccurring friendship issues as they move through the school.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Also see safeguarding policy.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The ethos and vision of the school runs counter to bullying and children understand how they should behave towards each other.

Parents and children alike are encouraged to report incidents, which are then dealt with very promptly at classroom or whole-school level.

Due concern is given both to the needs of the perpetrator, whose problems will sometimes have to be dealt with very sympathetically, and to the needs of the victim. Staff work closely with children counselling them and giving them the opportunity to discuss their feelings.

In practice the above approach means that bullying never becomes established, still less the norm, but is confined to minor isolated incidences.

Were bullying ever to become a major issue then

a)   Collaboration with parents
b)   Support of outside agencies and
c)   Sanctions similar to the discipline procedures would ensue.

5 PSHE

Good behaviour and discipline are supported by PSHE/RE lessons where children are given opportunities to discuss relevant issues and make moral judgements.

6 STAFF HANDBOOK

Information about school rules and discipline and about playtime procedures is included in the Staff Handbook.

7. ROLES AND RESPONSIBILITIES

The **governing body** is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The **headteacher** is responsible for reviewing and approving this behaviour policy.

The **headteacher** will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour, reflecting our vision and values

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The **headteacher** will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

8. PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be immediately recorded and reported to parents on the same day

9. CONFISCATION

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation should it be necessary.

10. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil.

The school's special educational needs co-ordinator will usually evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.