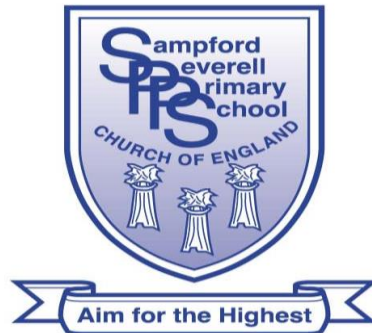


# ventrus

Multi Academy Trust



**SAMPFORD PEVERELL PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

**MODEL POLICY & PROCEDURE**

**VERSION: JULY 2018**

This Policy was adopted by:

The Directors of Ventrus Multi Academy Trust

on 17/07/19 (date)

Signed by  Chair of Directors

Review Date.....Signed.....

Review Date.....Signed.....

## **Behaviour Policy**

Sampford Peverell C of E Primary believes that every member of its community has the right to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

### **Rationale**

We wish to ensure that children attending our school have clear guidelines for behaviour which are consistent throughout their time at Sampford Peverell Primary. They need to see that the systems in place are fair and equitable, devised for the good of the school community in order to nurture respect for others and for our resources. We know that good behaviour contributes to successful learning and outcomes for pupils.

This policy takes into account the most recent DFE guidance - January 2016 and has due regard to the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND)

### **AIMS**

- We aim for a positive, safe class and school environment at all times.
- To promote a caring and co-operative ethos for effective teaching and learning;
- To ensure that good discipline will be maintained at all times;
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for pupils and consistent in following the procedures;
- To prevent and deal promptly with any bullying and inappropriate behaviour by educating and changing attitudes;
- To keep parents informed of the policy, and its principles and procedures for rewards and sanctions.

## **Teaching & Learning**

### **OBJECTIVES**

The school will encourage and teach:

- Self-control and self-discipline.
- Accountability for one's own behaviour.
- Good manners.
- Respect for the rights of others.
- Fair and honest treatment.

There is a school system of rewards and sanctions (see appendix 1).

### **Strategies and Systems to support good Behaviour Management**

As a whole School we follow the Golden Rules to which we all subscribe. These are on display in every classroom and in the hall. These are reviewed yearly by the Headteacher and School Council. We regularly revisit our rules through Worship and PHSE lessons.

We seek opportunities to praise good behaviour and achievements, within the individual class and as a whole school. Where needed, individual and differentiated approaches are used. Once a week we have a whole School Celebration Worship which gives a wider view of children's achievements. Including Star / Mathematician and Writer of the week awards. We also celebrate 'golden leaves' for children who have demonstrated exceptional 'learning powers' during the week.

### **Our Approach to Rewards:**

- Verbal praise, smiles and supportive comments given by all adults;
- Positive comments written on work;
- Praising good behaviour as well as work;
- Verbal and/or written comments to parents;
- Giving children responsibility as a reward'
- At the "Whole School Worship" at the end of each term
- Teachers to use Parents/Carers evenings and end of year report to highlight specific successes;
- Golden point rewards system;

- When on trips, residential and wearing uniform the same standard of conduct and behaviour is expected;
- Use of newsletters to celebrate success.

### **Positive Playtimes**

We recognise that sometimes poor behaviour occurs at mealtimes and in the playground. As a response to that we employ learning support assistants who also act as mealtime assistants who deliver and organise a range of stimulating activities. Our grounds and facilities are designed to provide opportunities for a range of activities to be undertaken. We encourage our School Council and Playground Leaders to be involved in decision making, reporting and putting forward ideas in respect of playtimes.

### **Resources**

We ensure there is a good supply of play equipment and other resources to equip the children at lunchtime, whether it is outside or inside. This is regularly reviewed.

### **Monitoring the Behaviour**

The teachers are initially responsible for the day-to-day management of the behaviour of children in their class. The Headteacher (or Unit Leaders in their absence) are kept informed and becomes involved if the teacher considers the matter cannot be dealt with under the school's normal systems. There is a clear process in appendix 1 where the Headteacher or other senior leaders need to be involved. If they have concerns about the behaviour of any child in particular they should refer their worries to the SENDco, who will assess the situation and consult with parents and other agencies.

The instances of missing playtime, this is monitored weekly by the Headteacher. All staff also enter significant behaviour incidents on CPOMS, an online monitoring system. These are monitored by the Safeguarding Officer/ Headteacher. The purpose of monitoring these incidents is to identify patterns in behaviour that can then be dealt with.

### **Staff Meetings**

We have a regular agenda item for pastoral issues, when staff discuss matters of behaviour and its management relating to children in their class. This information is also shared with LSA's.

### **Sanctions**

We have a range of sanctions which are outlined in a staged process as an appendix to this policy. We aim to apply these consistently and fairly. Sanctions can include, verbal reprimand, loss of break time or lunchtime, completing tasks set or loss of privileges. In extreme circumstances exclusions are considered as outlined below.

### **Exclusions (also see Exclusions Policy)**

As a final resort: Exclusions. These are at the discretion of the Headteacher. Three forms of exclusion are used.

1. Lunch-time exclusions - these will occur because of persistent inappropriate behaviour at lunch-time. Parents will be given the responsibility of the child between 12.00-1.00 pm
2. Fixed Term Exclusion: this is used for continuous disruptive behaviour over a period of time or a one-off incident which is considered dangerous or completely inappropriate (see Devon County Council notes of guidance). The maximum period of fixed - term exclusion is 45 days per year. It must also be reported to the Area Education Office and the chair of Governors, and parents have a right of appeal to the governing body.
3. Permanent Exclusion: this is only used in extreme cases after other forms of exclusion may have failed to solve problems of behaviour with a child. It must be reported to the Area Education Office and the Chair of Governors. Parents must be informed by letter and have the right to appeal to the discipline committee of the governing body.

A record is kept of all exclusions.

For more information on exclusions please see **Exclusions Policy**.

## **Malicious Accusations against School Staff**

When there has been an allegation of inappropriate conduct made against school staff, we will follow the statutory guidance provided by the Department of Education and a quick resolution will be a clear priority for all those involved. Allegations about staff will be referred to the Local Authority Designated Officer (LADO). Following an investigation, if pupils are found to have made malicious allegations against staff, we will consider an appropriate sanction, which could include a fixed-term or even permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **Teacher's Responsibilities Include:**

- The ability to discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher including school visits. In certain circumstance when misconduct occurs outside a school, the school may consider taking action in circumstances such as online or cyber bullying.
- The ability to search pupils and confiscate pupils' property.
- Teachers have power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order. The school's approach to this is outlined in the Positive Handling Policy. Staff will receive training where the use of positive handling is judged to be necessary by the Head of School.

## **HOME SCHOOL LINKS**

We will make parents aware of the Behaviour Policy and procedures through newsletters (existing parents) and through publication on the school's website.

## **EQUALITIES ISSUES**

See Equalities Policy

## **LINKS WITH OTHER POLICIES**

SEND, Anti Bullying, Teaching and Learning, Child protection and safeguarding,  
Positive Handling

#### MONITORING AND REVIEW

This policy will be monitored by the Headteacher in consultation with staff, TLT and governors. It will be reviewed every 3 years.

Written - October 2018. Agreed at Staff meeting 09/10/18

#### Appendix 1

##### **Golden Rules**

- Do be kind - don't hurt other people's feelings
- Do be honest - don't cover up the truth
- Do look after people - don't waste or damage things
- Do work hard - don't waste time

- Do listen to people - don't interrupt
- Do be gentle - don't hurt anybody

### Rewards

Golden points are given for behaviour linked to the Golden Rules. These are recorded by the class teacher. Certificates are given after 10, 20, 50, 70, 100, 150, 200 etc in whole school celebration worship.

### Presentation Award

At the end of each term class teachers select

### Star/ Mathematician / Question

Star/ Mathematician and Writer of the week are awarded by the class teacher 1 child for each category. The children receive a certificate of celebration and a trophy which they can take home for the weekend. The trophy is to be returned to school on the following Monday, where the trophy can be placed at the child's table for the rest of the week.

### Golden time

At the end of each day the children can earn a maximum of 5mins towards their 'Golden time' activity on a Friday. Golden time is awarded for making the right choices and trying your best. Golden time cannot be taken away, the time is earnt.

### Sanctions and Consequences

We have staged procedure we apply consistency across the school.

If children in Years 2-6 have not completed the work set in the lesson they are sent to a timetabled KS2 classroom to finish the work at morning break.

Where poor behaviour occurs the school has clear guidelines:

Behaviour Demonstrated	Responsibility and Consequence
Level 1 Inappropriate language Chatting in line/assembly Running in corridor Not listening to adults Answering back Swinging on chairs Off task Play fighting	Adult Adult to explain to child what the inappropriate behaviour was and what why. Adult to explain to child what the expected behaviour is.  Consequence if behaviour is repeated - 5mins of loss play or end of day if applicable.
Level 2 Constant level 1 behaviour over a period of time.	Class Teacher Inappropriate behaviour explained. Loss of playtime or end of day if applicable. Parent informed.
Level 3 Fighting/ Aggressive behaviour Bullying Stealing Defiant behaviour Racism Spitting/biting	Child sent to Head teacher or Senior teacher. Inappropriate behaviour explained. Sanction will consist of either removal from class, loss of break times. For more serious matters the Head teacher may choose to follow the Exclusion procedures set out in the Policy.

	Parents will be informed.
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In Foundation when children first start school the above procedures are amended to suit the needs of the children. The above procedures will be introduced to the children by the end of Foundation.

Whilst we recognise these procedures will work for the majority of children there will always be some children who need a more individualise approach. These children will have an Individual Behaviour Plan written in conjunction with the SENDCo.

