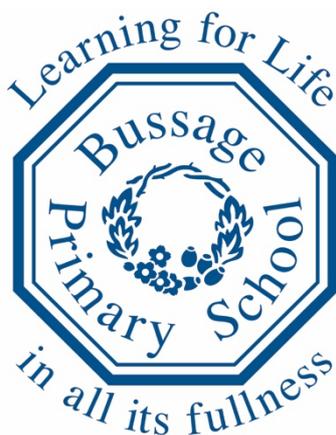


Policy on Behaviour (including Behaviour Principles and Exclusions)



Next review: Autumn 2024

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

For children to be able to learn effectively and to live life to it fullness they must be safe and secure and they must feel safe and secure. In our school, Child Protection and Safeguarding is always our top priority.

Statutory	Yes
Web-Site	Yes
Owner	Headteacher
Principle Author(s)	Chair/Headteacher
Committee	PD

Delegation and Review	
Max. Permitted	Governing Body
Determined	Governing Body
Review	Governors decide
Frequency	3 Years

Section 1: Behaviour Principles

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This (section of the policy) is a statement of principles set out by the Governors. The practical outworking of these principles is through the school's Behaviour Policy and its implementation which is the responsibility of the Headteacher. The Headteacher will develop the school's Behaviour Policy (next section) with reference to these principles and the current DfE guidance. The Headteacher has a duty to publish this policy on the school website.

1.1 Context

As Governors of a Church of England faith school we support the teachings of the Christian faith and the example of Jesus Christ. In particular in relation to these principles we follow His teachings:

- That all are created in the image of God and should be treated with dignity, respect and fairness at all times
- To love God and to love and to treat others as we ourselves would wish to be treated
- To learn to live and enjoy life to the full

Our Behaviour Principles flow from these teachings, Jesus' example, our Ethos and Vision and are under-pinned by our Christian Behaviour Values and British Values.

The Governors at Bussage Church of England Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At our school, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils into effective and responsible citizens.

Every member of our school community is entitled to learn, work and develop without actual or threatened violence, disruption, bullying, discrimination or rudeness. We expect pupils and staff to treat one another with kindness in action and in speech.

1.2 Principles

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to Safeguarding and promoting the welfare of children.
- Our school is an inclusive school. Actual or threatened violence, bullying, harassment, discrimination, name-calling or rudeness of any description is unacceptable.
- The Governors believe children should be at the heart of the development of our school's rules and these should therefore be regularly reviewed with the involvement of the School Parliament and also in consultation with staff and parents.

Policy on Behaviour (including Behaviour Principles and Exclusions)

- Governors believe that in order for pupils to learn effectively there is a need for a calm, well ordered and disciplined environment with clear boundaries and straightforward rules together with really positive attitudes amongst all staff and pupils towards safety, learning and behaviour.
- High standards of behaviour and attitudes are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around the school building. Governors expect these rules to be consistently and fairly applied by all staff.
- Governors expect there to be a range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour and attitudes.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure they are effective in improving behaviour and attitudes.
- It is recognised that the fair use of rewards and sanctions must also have regard to the individual situation and the individual pupil and the Headteacher and staff are therefore also expected to exercise some discretion in their use. Sanctions should however generally be applied fairly, consistently, proportionally and reasonably, whilst also taking into account any special educational needs, disability or vulnerabilities of children.
- Support and assessment from external agencies should be called upon where necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff or other members of the school community will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police where appropriate) where this is witnessed by a member of staff or reported to the school when pupils are:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil of our school.

Section 2: Behaviour Policy

We aim to create a safe, caring and secure environment in which children can learn and flourish. There is an expectation of excellent standards of personal behaviour and respect for others at all times. All staff encourage and support this philosophy. We expect our pupils to take responsibility for their behaviour. We want our pupils to feel safe and cared for. To support us in achieving this aim, it is vital that the parents/carers of our pupils inform the school, at the earliest opportunity, of any issues that may lead to the deterioration of a child's attitude or behaviour.

2.1 School Rules

2.1.1 Class rules are drawn up by each teacher with their class. They are as follows:

We expect all pupils;

- To be thoughtful and kind to others and treat each other with respect
- To learn and play together without disruption
- To keep their hands and feet to themselves
- To be honest and truthful to each other and adults
- To respect school property

2.2 Rewards and punishments

2.2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points.
- Children are nominated from each class to be 'workers of the week.'
- Each 'worker of the week' receives a certificate in the school assembly.

2.2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we apply consistent behaviour strategies as outlined in section 2.3 of this policy.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session and a member of the Management Team is called to remove the child from the classroom.

2.2.3 The school does not tolerate bullying of any kind. For a full definition of bullying and our approaches to dealing with it, please refer to the school's policy for Dignity and Respect (Anti-Bullying).

2.2.4 All members of staff are aware of the DfE (Department for Education) non-statutory guidance The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or

slap children. Staff will only intervene physically to restrain a child if they believe the child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

2.3 Behaviour Management within the School Building

2.3.1 In class, poor behaviour is unacceptable. It spoils the rights of others to learn and to develop skills. The Class Teachers, Teaching Assistants and Mid-day Supervisors are responsible for managing pupils' behaviour. Through the positive reinforcement of good behaviour our ultimate aim is for pupils to show self-discipline and consideration for others, in line with the ethos of our Church of England School. Although we always try to be positive, a privilege may be removed.

2.3.2 In dealing with incidents of poor behaviour all staff will consistently apply the following behaviour management strategies and scales. All children begin a session on the **GREEN** circle on the traffic light chart.

SCALE	DESCRIPTION
Level 1	Communicate to the child that they must rectify their behaviour.
Level 2	Issue official AMBER warning and refer directly to school or class rules, to clarify why the warning has been issued. The child's name is then moved from the GREEN circle to the AMBER circle.
Level 3	If the behaviour continues then the child is moved to the RED circle and will then be sanctioned at the professional discretion of the teacher / TA.
Level 4	If a child receives three RED warnings within a week, they will be sent to the Headteacher and this will be communicated to parents.
Gold Star	Exceptionally good behaviour will result in a child's name being placed on a Gold Star.

These levels are published as a guide and each member of staff must use their professional judgement to decide if more serious breaches of discipline warrant a more rapid progression through the scales. Where a serious incident occurs or a child's behaviour is persistently poor we believe in early parental involvement and will contact parents at the earliest opportunity.

2.3.3 In extreme circumstances where a child is not responding to the traffic light system and still exhibits poor behaviour, this may lead to temporary (fixed term) or even permanent exclusion (see section 3). In addition each class teacher is at liberty to introduce strategies to reward and encourage positive and helpful behaviour as well as sanctions as a result of poor behaviour within their class.

2.4 Behaviour Management Outside of the School Building

During morning break and at lunchtime all members of staff will be expected to apply the above strategies.

2.5 Vandalism

Where a child deliberately damages the school building or school property or writes/draws on school property, the parents will be informed immediately to discuss appropriate action (e.g. the replacement of a damaged item, or an agreement for the child to remove writing from the wall.)

2.6 Foul Language

The use of foul, abusive and inappropriate language will not be tolerated. Any child accused of, or heard, using inappropriate language will be asked by the responsible member of staff to repeat the language used, in private. The member of staff will decide on the severity of the language used and apply the behaviour management strategies as agreed.

Section 3: Exclusion

Only the Headteacher (who must consult with governors, via the Chair of governors, and with the local authority as appropriate) may take the decision to exclude a pupil.

Safeguarding, child protection and the health and safety of pupils and staff will always be the Headteacher's first concern

The decision to exclude a pupil is never to be taken lightly and is always to be used only as an action of last resort and after all other avenues for improving behaviour set out in this policy have been exhausted.

There are overall two types (levels) of exclusion:

- a) Suspension (formerly known as fixed term or temporary exclusions)
- b) Permanent exclusion

In very exceptional circumstances, where a child is, in the judgement of the Headteacher, in danger of harming themselves or others, the Headteacher may decide to suspend the pupil without necessarily first having exhausted all of the options for improving behaviour within the school.

Exclusions of either type must be made fully in accordance with extant government guidance and must never be unlawful:

<https://www.gov.uk/government/publications/school-exclusion>

and with extant Gloucestershire local authority guidance and documentation:

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>

The Headteacher must, if considering exclusion, comply with all aspects of the above and ensure that they consult/inform as stated in the guidance. Governors would not expect any pupil to be permanently excluded from the school without the Full Governing Body being first aware of the possibility and (anonymised) circumstances.

All exclusions of whatever level (anonymised to protect those involved) will be reported to the Full Governing Body by the Headteacher in their regular report to the body.

Review

This policy will be reviewed every three years or sooner if necessary.