



Behaviour Policy

Date of this review: Spring 2016

Date of next review: Spring 2019

Signed Headteacher:
Date:

Signed Chair of Governors:
Date:

The aim of Quinton Church of England School is to provide a safe and stimulating environment for learning in which all members of our school community are able to develop a sense of self-worth, responsibility and fun, fulfilling their potential within a caring Christian community.

1 **Rationale**

- 1.1 At Quinton Church of England School, we believe that all members of the community should be given the opportunity to grow and develop in a loving family environment. They must be allowed to:
- Make mistakes without feeling afraid or disgraced
 - Discuss their own and other's behaviour, reflecting on the effect(s)
 - Take responsibility for their actions and be active in repairing relationships.
- 1.2 Through positive behaviour expectations and management, it is expected resolutions will always be found and that children will choose to behave in an appropriate manner.
- 1.3 It is widely accepted that Restorative Approaches are highly effective in resolving issues / conflict and in improving behaviour in the long term.

2 **Aims**

- 2.1 To provide a safe, secure and positive environment for children and adults to learn in.
- 2.2 To encourage and promote positive behaviour from all members of our community.
- 2.3 To resolve situations through discussion and positive reparative action.

3 **Objectives**

- 3.1 To allow members of our community to be honest about their behaviour – what they have done will always be the starting point of any conversation.
- 3.2 To give opportunities for children and adults to discuss the behaviour and the effects of it on others – this will usually involve all concerned parties, as appropriate, and may involve parents.
- 3.3 To give children and adults the opportunity to take reparative action.
- 3.4 To record and report incidents of more serious behaviours as appropriate (racist, homophobic and bullying).
- 3.5 To take *punitive* action only when considered necessary (in line with Local Authority and National guidance).

4 Process

- 4.1 We will use appropriate positive behaviour management strategies (see appendix 2 for Rewards and Sanctions).
- 4.2 Concerns regarding repeated behaviours will be recorded and reported to line managers and parents as appropriate – this may include the involvement of the SENDCo (for children with special educational needs relating to behaviour).
- 4.3 Behaviour support strategies will be recorded and reviewed as appropriate (children will have strategies recorded on the IEP or PSP as appropriate and parents will be involved when either of these plans are set up or reviewed).
- 4.4 Instances of racist, homophobic or bullying behaviour will be reported to the Headteacher and to external bodies as necessary.
- 4.5 Risk assessments will be completed for children whose behaviour is felt to put themselves or others at risk. This may affect arrangements for support, within the school and on external visits.
- 4.6 Occasionally, a child may need some time to cool-down / consider the effects of their behaviour away from their peer group. This time will be spent in a calm environment and will involve the child completing an appropriate task. Parents will be informed either during or at the end of the school day.
- 4.7 In the event of repeated poor behaviour, or a one-off instance of extreme behaviour, the decision may be made to exclude a child from school. This may be for a fixed term or permanently. The statutory guidance from the Department for Education is followed.

5 Responsibilities

- 5.1 The Headteacher and Link Governor will be accountable for the practice relating to this policy and for the review of the practice and policy.
- 5.2 The Headteacher will record incidents of serious behaviour and report these, together with the action taken, to the Governing Body and outside agencies (as appropriate).
- 5.3 All adults will model positive behaviour, use appropriate strategies to manage behaviour and resolve issues in a respectful way. They will record incidents and report these to their line manager & parents as appropriate.
- 5.4 Adults and children will acknowledge their behaviour, the effect of this on others and take steps to restore relationships.
- 5.5 Parents will model positive behaviour, will engage in discussions and will support the school in managing the behaviour of their child.
- 5.6 All stakeholders will understand their rights and responsibilities (see tables appendix 1) and adhere to these showing respect to each other.

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Appendix 1

| Children's Rights and Responsibilities | |
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| Rights: I have a right to... | Responsibilities: I have a responsibility to... |
| <ul style="list-style-type: none"> • Be safe and feel safe. • Be treated with respect and fairness and as a social equal by other children and adults, regardless of religious, cultural, racial or sexual differences. • Communicate and be listened to. • Move around the school. • Learn without interruption. • Use and share equipment in the school environment. • Work to the best of their abilities. • Co-operate with other children and adults. | <ul style="list-style-type: none"> • Help others to feel safe and secure in the classroom and in the playground. • Treat others with respect and consideration at all times. • Listen to others and value their contributions and respect their opinions. • Move safely and calmly using the agreed guidelines. • Allow others to learn without causing distractions. • Use equipment safely and share with others. • Respect and care for all belongings and resources and the school environment. |

| Staff Rights and Responsibilities | |
|---|---|
| Rights: I have a right to... | Responsibilities: I have a responsibility to... |
| <ul style="list-style-type: none"> • Work in a safe and supportive environment. • Be treated with respect and courtesy by all in the school community. • Teach without interruption. • Have my belongings respected and the property of the school. • Have the opportunity for professional development. | <ul style="list-style-type: none"> • Treat all children fairly and with respect. • Reward positive behaviour with praise. • Raise children's self esteem and develop their full potential. • Provide a challenging, interesting and relevant curriculum. • Create a safe and pleasant environment, physically and emotionally. • Use rules and sanctions clearly and consistently. • Be good role models. • Form good relationships with parents so that all children can see that the key adults in their life share a common purpose. |

| The Parent's Rights and Responsibilities | |
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| Rights: I have a right to... | Responsibilities: I have a responsibility to... |
| <ul style="list-style-type: none"> • Know that my child is in a safe, supportive environment. • Be treated with respect and fairness by all children and adults. • Be kept informed about general school events and issues. • Be kept informed about my child's progress. • Ensure the safety of my child at the beginning and end of the school day. | <ul style="list-style-type: none"> • To make children aware of appropriate behaviour in all situations. • To encourage independence and self-discipline. • To show an interest in all that their child does in school. • To foster good relationships with the school. • To be aware of the school rules and expectations. • To support the school in the implementation of this policy. • Read school letters and respond appropriately • Respect the professional judgement of the teaching staff. • To use social media responsibly. |

Appendix 2

Rewards

It should be recognised that children need reinforced encouragement to maintain good behaviour or modify bad behaviour. Clear expectations need to be set for work in class and for behaviour in class and around the school and children should be commended for achieving these by all members of the school community.

Rewards used at Quinton include:

- Verbal or written praise by adults within the school. Comparing present behaviour with that displayed on previous occasions gives a base line on which to make judgements.
- Additional praise from other teachers, the SENDCo, the Deputy Head and the Head can reinforce the first course of action.
- The whole school Celebration Worship where a child from each class is nominated by their peers as 'Value Star of the Week' or praise given in front of the class which gives the child a great sense of satisfaction, while providing the other children with a role model.
- Any aspects of a child's behaviour or effort which can be commended should be noted in either the Annual Report to parents or when talking to the parents at Parent's Evening
- the receipt of House Points
- Nomination for and / or receipt of an annual awards

Sanctions

Children do not always work hard or behave well through the setting of clear goals and encouragement. When effort is lacking or behaviour is inappropriate it is sometimes necessary to use a sanction. Before doing so a cause for the behaviour should be sought (Is the work set inappropriate or too difficult? Has the child been provoked?).

If a sanction needs to be given a positive outcome should be borne in mind and future expectations should be clearly set out to the child/children concerned. When using these sanctions occasionally a certain degree of flexibility should be allowed for individual circumstances.

The school sanction system can be divided into three levels. These are applied at the teacher's / Headteacher's discretion after considering both the nature of the particular offence and the persistence of the individual concerned.

1. Low Level

- Correction of wrongdoing Verbal warning
- Temporary confiscation of objects, which relate to the bad behaviour.
- Re - doing work that is poorly attempted.
- Moving children elsewhere in the classroom on a temporary/permanent basis (e.g. splitting up a disruptive group).
- Time wasted in class is repaid at playtime
- Missing part of the playtime or lunchtime
- Informing parents, if appropriate

2. Medium Level

- The child is sent to a member of the Senior Leadership Team, followed by missing a playtime. The Class teacher should keep a record of any medium level sanctions and inform the Headteacher.
- Children may lose their social time i.e. kept in for a lunch time or playtime under the supervision of a member of staff. Parents will be informed of the sanction a child has received.
- If the behaviour continues more than three times in a term parents will be informed, they may also be informed earlier if appropriate

3. High Level

High level sanctions come into play when the Medium level sanctions have been used on three occasions during a term or when the offence is so serious that it warrants immediate High Level action.

This level will automatically trigger an invitation for the parent to meet the Headteacher with or without the class teacher to discuss the matter. This does not prevent a parent meeting Headteacher/ Teacher to talk about the situation at an earlier stage.

If the poor behaviour is persistent, outside agencies it may be deemed necessary (PRU, Educational Psychologist, and Paediatric Consultant) may become involved after consultation with the parents.

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The sanctions at this level include:

- A daily monitoring system, which should take the form of a book, in which behaviours are noted (good and poor). This may start off internally, but the usual practice will be to send this home daily for parents to sign and return.
- For poor behaviour relating to lunchtime sessions, a parent may be required to remove their child from the premises during the lunch period.
- Withdrawal of major privilege (e.g. educational visits, residential)
- For continued misbehaviour or for behaviour of a very serious nature a fixed or permanent exclusion may be considered. This will follow the nationally agreed procedures for the exclusion of pupils.