



Thornford Church of England Primary School

Behaviour for Learning Policy

Updated February 2022 (Mrs Neela Brooking - Headteacher)

Aims

Thornford School aims to develop a trusting and caring environment, based upon mutual respect and understanding where all people are treated fairly. The school ethos is based on these aims and the school's Golden Charter is '*Treat others how you would like to be treated*'

We aim to enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults.

We aim to allow all at the school to reach a high level of self-esteem where children are happy feel good and enjoy each other's company.

We aim to maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their school and the wider community.

Responsibilities

Children are expected to

- Behave in an orderly, purposeful and sensible manner at all times
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to each other at all times

Parents are expected to

- Be aware of the school's Reward & Sanction system, Home & School Agreement, Pupil Behaviour & Anti-Bullying Policies and actively support it, discussing any problems with the staff, Headteacher or appropriate Governors if necessary

Staff are expected to

- Set high standards of social behaviour, be polite, well disciplined and thorough listen to children, making it clear through their response that children's comments and reactions matter
- Utilise positive behaviour reinforcement and the Rewards & Sanction systems in place
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them
- ***Always adhere to the latest guidance on 'Use of reasonable force' - see DFE Guidance - July 2011***

Governors are expected to

- Refer all matters regarding discipline to the Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary
- Be familiar with the school policy and actively support it

Discipline in Schools - Teachers' Powers

Key Points

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can also discipline pupils for **misbehaviour outside school**.

Teachers have a specific **legal power to impose detention** outside school hours.

Teachers can **confiscate** pupils' property.

Pupils' Conduct Outside the School Gates - Teachers' Powers

What the law allows

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.
- The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
- Subject to the school's behaviour policy, the teacher may discipline a pupil for: any misbehaviour when the child is:
taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school. Or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Visits, school journeys and school transport

All of the aims and responsibilities set out above apply when children are involved in any educational, sporting or social activity off the school site. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school.

Discipline and sanctions

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Discipline and Sanctions

Main aim

The main aim of the Behaviour Policy is to maintain the highest levels of acceptable behaviour without having to resort to sanctions. The discipline applied as a result of misbehaviour will be fair, firm and appropriate so that children are left in no doubt that only the best is expected of them.

Acceptable behaviour

Children's behaviour is acceptable when they carry out their everyday school lives in accordance with the agreed policy and show respect and tolerance for others.

Thornford CE Primary School is a UNICEF Rights Respecting School and adheres to the principles of this national & worldwide scheme. At Thornford School we encourage pupils to take ownership of their behaviour and implement our school Golden Charter:

'Treat others how you would like to be treated'

Discipline (And Reward Systems – see appendix – Rewards & Sanction System)

We take every opportunity to teach and encourage children to behave as disciplined members of the school community. When children do not behave appropriately, they are disciplined or punished according to need. The school will take a dual strategy approach to children who display significant behaviour problems. First, there is a structure of accepted behaviour and it will be expected that all children at the school work within it. If not, then the agreed school sanctions will apply. Secondly, all staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties. Staff will draw up Support Education Plans in consultation with the

school Special Education Needs Co-ordinator to outline this planned support. This might also include the support of DCC Behavioural Support or the Educational Psychologist.

In class

All at the school have agreed to expected standards of behaviour, including Class Charters. These are clearly displayed in all classrooms and teachers remind children of them regularly. The aim is to provide a good and purposeful learning environment for the vast majority of children who wish to learn.

In the playground

If children misbehave in the playground, they will be reprimanded, kept away from other children or reported to the class teacher or Senior staff if it is thought necessary.

Lunchtime

Lunchtime supervisors have the same authority as teachers and will apply the same sanctions, i.e., reprimanding, removing and/or reporting to the class teacher at the start of afternoon school. If an incident is particularly serious, children will be sent to wait by the office and a Senior Leadership Team member will be sent for. If deemed appropriate the child may be internally excluded for the rest of the day and supervised work may then be set.

School visits

The agreed rules apply to all children. Staff will deal firmly and fairly with misbehaviour wherever it occurs in the school, or on visits elsewhere since all venues are regarded as extensions of school and the children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents.

The Headteacher

Incidents reported to the Headteacher are considered very serious. The Headteacher will interview the children and discuss the matter with the class teacher to decide what sanctions will be applied or if parents should be informed. If parents are told, they will be invited to discuss the incident with staff, to find an agreed approach to improvement. The Chair of Governors may be informed for the record as well (*if a child is excluded whether fixed term or beyond, the Headteacher / SLT will inform the Chair of Governors as soon as possible*)

Exclusion

In very serious cases, and in accordance with LA and National policies, it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Body. A formal letter will be sent to the individual parent(s) / carer(s) explaining the reason behind the exclusion, legal obligations and the right of appeal

Policy review and evaluation

The Headteacher is the staff member with overall responsibility to ensure that the Behaviour Policy is implemented and reviewed. The review will be bi-annual and will involve consultation with staff and School Governors

Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Policy on bullying

It is the aim of the School Behaviour Policy to help create a positive, supportive, atmosphere which is based on shared values and a sense of community.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences of race, religion, gender, sexual orientation, ability are absolutely repudiated as reasons for bullying.

The rules by which we conduct our affairs are derived from this aim and it is important that all staff and pupils clearly understand them. It is equally important that all staff act as effective role models in their relationships with children and with each other.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and less aggressive pupils can be drawn in by group pressure.

Bullying of whatever kind is unacceptable and must not be regarded as an inevitable, or necessary, part of growing up. It must be clearly understood by everyone that it is wrong and will not be tolerated in this school, or on the way to and from school.

Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying, and deal with it firmly, fairly and promptly

Bullying can take many forms, including

- Physical - hit, kick or manhandle
- Verbal - teasing/name-calling/insults relating to physical/social appearance, disability, gender, ethnic origin, sexual orientation or personality
- Psychological - spreading rumours, excluding from activities/discussions/groups of friends
- Extortion - threats to obtain money or property
- Damage/Theft - to/of belongings.
- Technologies may be involved including e-mail, texting, internet etc.

Bullying is one or more of the above and defined as REPEATED ACTIONS ON PURPOSE

Within our PSHCE programme

- The school operates the SCARF PSHCE programme.

Additional support for Behaviour Management / Bullying / Low-self-esteem

Many children require additional support for their behaviour management and at times their negative behaviour might be caused by external factors e.g. a death in the family, divorce, lack of appropriate care etc. Thornford Church School will use all resources at its disposal to support a child / family with behavioural issues. The support might be taken from the following list:

- ELSA (Emotional Literacy Support Assistant) - 'talking & other therapies'
- School Nurse - behaviour & medical support

- Early Intervention Support Worker – home & school support
- Pastoral Support Plan – targeting the needs of an individual (composed via a meeting with parent / carer)
- Educational Psychologist
- GP visit
- Behavioural Support Advice – specialised support
- Social Services

NB – This list is an example of the support the school utilises to support behaviour management

As a school, we shall seek to

- Support children who are being bullied
- Help bullies to change their behaviour
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Inform parents immediately if the incident involves violence
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness
- Record incidents of bullying in pastoral books so that they can be monitored
- Involve and discuss with children agreed class rules and behaviour
- Involve other agencies, eg, Education Psychologist when necessary

It is everyone's responsibility to try to prevent bullying from happening

Other Documents Related to this Policy

Safeguarding Policy / Bullying Policy / PSHCE Policy / E-Safety Policy / Health & Safety Policy / Violence at Work Policy / Rewards & Sanction System

RRS – Rights Respecting Schools Link:

Article 31

All children have a right to relax and play, and to join in a wide range of activities