

Shipbourne School



Positive Behaviour Policy

March 2019

Vision Statement:

Shipbourne School is a family. It is a place of nurture and understanding, strength and resolve where children can achieve their dreams, and conquer their fears, with the support of those about them.

Context:

At Shipbourne School, we aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. At Shipbourne we believe that children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

Class teachers are responsible for the duty of care towards children. A high duty of care is ensured through the collaborative work of the Governing Board, Parents, Head Teacher, Teachers, Teaching Assistants, Office Staff, Lunchtime Supervisors, Cooks, Site Manager and anyone else working on site, such as PE coaches.

Our Pupils' Aims

- To take full responsibility for their own learning and actions throughout the day.
- To understand and adhere to our Shipbourne Standards and Class Charter.
- To be aware of the rewards and sanctions relating to behaviour.
- To develop empathy and understanding towards others.
- To be able to consistently make a positive contribution to the school and community.

Our Staff Aims

- To review the school rules (Shipbourne Standards) each year with the children, and amend as necessary.
- To create a Class Charter with the children and ensure it is followed.
- To ensure the quality of learning and teaching is high and children are inspired and motivated to succeed.
- To give rewards and sanctions consistently and fairly.
- To deliver a high level duty of care to every child.
- To build an excellent rapport with pupils and parents.
- To seek to understand barriers to learning and overcome them.
- To ensure that all pupils have the opportunity to experience different responsibilities and contribute to the school community.

Our Governors' Aims

- To communicate our school vision to the staff and pupils.
- To ensure that the school provides an environment that promotes positive behaviour in order for effective learning to take place
- To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured.
- To ensure systems and structures are adhered to fairly and consistently.

Our Parents' Aims

- To work in partnership with the school to promote positive values and behaviour.
- To read and follow the Home School Agreement.
- To encourage their children to take responsibility for their actions.
- To value the work of the school and be aware of the school vision and the Behaviour Policy and related Shipbourne Standards..
- To support their children with their learning at home.
- To attend parents' evening, Curriculum Workshops, Open Days and other events designed to support their children.
- To be proactive and take responsibility for their child's behaviour.

Behaviour Management Roles and Responsibilities:

Leaders of Learning (Teaching Staff):

- To ensure QUALITY FIRST TEACHING every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- To building positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for.
- To be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing.
- To build and maintain positive relationships with parents and carers.
- Ensure that school systems and structures are followed consistently and pupils treated fairly.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- To keep behaviour records in line with this policy.
- For every child to receive regular verbal praise.
- To deal with incidents which occur outside school in an appropriate manner and inform the head teacher.
- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- To model and teach emotional literacy to help children interact positively and deal with issues through PHSE lessons.

Head teacher Responsibilities

- To be accountable for all year groups across the school.
- To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice.
- The head teacher will not take over or deal with the behaviour issue, unless it is a very serious incident.

- Ensure 'Record of Behaviour Incidents Forms' are filled in by staff then followed up and monitored accordingly.
- To send behaviour letters home or make phonecalls and run meetings with parents alongside class teachers and/or SENCo or other relevant professionals.
- To assist teachers in investigating and recording behaviour incidents in line with this policy.

Furthermore, the head teacher will ensure the Positive Behaviour Policy is implemented in school. The head teacher will be involved in all serious cases that may involve exclusion. The head teacher will report all racist incidents to the Local Authority on a termly basis.

Dinner Supervisor Responsibilities

- To follow the Staff Code of Conduct and their job description which outline their roles and responsibilities.
- To follow the Positive Behaviour Policy.
- To be responsible for the behaviour of pupils at lunchtimes, supported by all staff.
- To liaise with class teachers regarding lunchtime behaviour.

Parent Responsibilities

- To have regular discussions with the class teacher and other appropriate school staff about their child's behaviour if deemed necessary by the school.
- To work in partnership with the school and support the systems and structures related to behaviour management.
- To attend parents' evenings, and activities that support their child's learning.
- To be aware of the events taking place in school via the newsletters and website.

School and Classroom Rules

The Shipbourne Standards and school values are on display around the school, in the classrooms and on the school website. These are regularly referred to in assemblies and throughout the school day. They support the pupils understanding of expected behaviour. At the beginning of each school year, teachers will draw up behaviour and expectations 'charter' with their class, discussing the reasons for that behaviour. These will then be referred to regularly. Poor behaviour constitutes the disregard of these rules and includes acts of assault on any member of the school community.

Promoting & Rewarding Positive Behaviour

Context:

At Shipbourne School we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. The following is a list of rewards that will be used at Shipbourne School:

House Points

The purpose of house points is to encourage positive behaviour through giving children an instant reward for their behaviour and attitude. House points are the primary method of rewarding good behaviour on a daily basis. Any member of staff can award house points.

Pupils at Shipbourne School are put into three 'houses' at the start of their time at school. House Points are small tokens which are awarded to children for any of the following reasons:

- An outstanding piece of work
- Demonstrating good effort when encountering a challenge
- Following a school rule
- When a learning target has been achieved
- Supporting other pupils in their learning
- Demonstrating that a school standard or value has been followed
- Promoting good behaviour in others
- Improving their behaviour
- Taking responsibility for their learning
- Carrying out extra responsibilities in class
- Answering a question well
- Developing confidence in an area

This is not an exclusive list.

House points are then counted by year 6 pupils every Friday before Achievement Assembly, where the total house point scores for each house are read out. The house with the highest total gets 3 points, then 2, then 1.

Achievement Assemblies

The purpose of celebrating our Achievement Assembly is to focus on rewarding good behaviour and attitudes, which are linked to our values and standards, and promote house points in front of the whole school on a weekly basis.

Every week each teacher nominates at least one pupil in their class. The child is congratulated in assembly by the head teacher and receives a certificate to take home. Year 6 record this and produce an 'achievement 'display' each week. After the children have been congratulated, the results of the house points for the week are announced. The winning house moves up the house point chart in the hall.

At the end of the term, the winning house receives 15 minutes extra break time during the last week of term, supervised by school staff.

During our Achievement Assembly, children are also given the opportunity to share achievements from outside of school eg. A swimming or gymnastic certificate. Teachers may also ask children to share particularly successful learning from the week.

Star of the Term

At the end of each main school term, we meet with parents at St Giles's Church sharing together and celebrating Harvest, Christmas and Easter and saying goodbye to our Year 6 Leavers. During these services, we celebrate all the children who have received certificates during Achievement Assemblies and also award a Star of the Term to one child chosen from each class. A piece about each child is written by the class teacher and read out to everyone before a gold star badge is awarded. Children with 100% attendance are also rewarded with a badge and certificate.

In Class Systems and Sanctions

Whilst drawing up a Charter at the beginning of the school year, each teacher will discuss their in-class reward and sanctions system with the class. This may change as the year progresses, but it is the teacher's responsibility to ensure that it is adhered to fairly and consistently. This may include initially giving a verbal warning, then recording the child's name, before moving them out of the class if the behaviour does not improve (see below). Should behaviour remain an issue, the head teacher will intervene and decide whether parents need to be informed and invited in to discuss next steps. A child may also be given a monitoring card with targets to help them make improvements and for staff to monitor progress. All behaviour incidents brought to the head teacher's attention are recorded and monitored accordingly. Class teachers are expected to keep a record of minor behaviour incidents for their own tracking.

Extra Break Times

Extra break time may be rewarded to a class, target group, year group or key stage by a class teacher in conjunction with the head teacher.

Extra break time can be awarded for the following:

- Consistently good behaviour and work
- Good behaviour on an educational visit
- Good behaviour when a visitor has been in school
- A class with high attendance (above 98%) over the short term
- Improving on a class target i.e. Coming in to assembly in a more ordered way.

The extra break time will take place after lunch time and will be organised and monitored by the head teacher.

Behaviour and Sanctions

We encourage good behaviour through a mixture of high expectations, policy and an ethos which fosters discipline and mutual respect. However, there are clear sanctions for those who do not comply with the behaviour policy. The Equality Act 2010 is recognised as a key factor in applying sanctions fairly. However, as detailed in government guidance, exclusions from disability apply where the tendency to set fires, tendency to steal, tendency to physical or sexual abuse of other persons, exhibitionism, or voyeurism constitute an impairment in themselves. The exclusions also apply where these tendencies arise as a consequence of, or a manifestation of, an impairment that constitutes a disability for the purposes of the Act.

When poor behaviour is identified, the following sanctions will be implemented, depending on the severity of the misdemeanour.

- Verbal reprimand
- Extra work or repeating unsatisfactory work
- Loss of privileges (i.e play time/non participation in a class or whole school event)
- Missing break time
- Regular reporting for behaviour monitoring
- Temporary or permanent exclusion in extreme cases, especially for violent conduct and persistent violation of the school rules.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Subject to this Positive Behaviour policy, teachers may discipline pupils:

- for misbehaviour when the pupil is taking part in any school-organised or school-related activity
- for misbehaviour when travelling to or from school
- when wearing school uniform or in some other way identifiable as a pupil at the school
- for misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, that poses a threat to another pupil or member of the public or which could adversely affect the reputation of the school.

In all cases of misbehaviour outside of school, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Exclusions

In cases of misconduct, fixed term and permanent exclusions from school may be necessary in response to serious breaches of the school's behaviour policy. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DFE September 2012).

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion followed up in writing without delay. This letter will include details of the statutory process as stated in DFE guidelines. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, make representation to the governing Board.

The head teacher informs the LA and the governing Board about any exclusion.

Neither the governing Board nor the discipline panel can exclude a child or extend the exclusion period made by the head teacher.

The Governing Board will consider any representations made by parents if they dispute a decision to exclude, either by request in writing or as stated within statutory guidelines.

National Standard List of Reasons for Exclusions

Wilful and repeated transgression of protective measures in place to protect public health	- Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
Physical Assault Against Pupil	- fighting, violent behaviour, wounding, obstruction and jostling.
Physical Assault Against Adult	- violent behaviour, wounding, obstruction and jostling.
Verbal Abuse / Threatening Behaviour Against Pupil	- threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal

	intimidation, carrying an offensive weapon.
Verbal Abuse / Threatening Behaviour Against Adult	- threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon.
Bullying	- verbal, physical, homophobic bullying, racist bullying
Racist Abuse	- racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti.
Sexual Misconduct	- sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti.
Drug and Alcohol Related	- possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse.
Damage	- vandalism, arson, graffiti.
Theft	- stealing school property, stealing personal property (pupil or adult), stealing from local shop on a school outing, selling and dealing in stolen property.
Persistent Disruptive Behaviour	- challenging behaviour, disobedience, persistent violation of school rules.

*At Shipbourne school physical assault includes biting and spitting, which is against school rules.

Anti-Bullying Policy

Objectives of this Policy

This policy outlines what Shipbourne School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis, with regular reviews within staff meetings.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹.

Definition of bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.²

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff, to identify bullying and follow school policy and procedures on bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Ensure the involvement of pupils / students.

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have

Recording and Reporting

The head teacher monitors the effectiveness of both our Anti Bullying and Positive Behaviour policies on a regular basis. S/he also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to him/her on account of poor behaviour or where bullying is suspected or alleged. We also keep a record of any incidents that occur at break or lunchtimes. All report forms can be found in the central Safeguarding File in the staff room.

The head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded, and informs the LA.

It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing Board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

Monitoring and review

This policy will be monitored by the Governing Board, who will always take due note of the guidance provided by the Local Education Authority.

The policy will be reviewed every three years, or earlier in the light of any changed circumstances.

Associated resources

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

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

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies)

Regulations 2012