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Powerstock CE VA Primary School



Behaviour Policy

Our church School Aims and Values underpin our behavior policy in which all children can thrive, learn and grow according to our Christian Values.

All children have a right to be able to give their opinions when adults are making a decision that will affect them, and adults should take it seriously.

(Article 12 - UNCRC)

Discipline in schools must respect children's human dignity.

(Article 28 – UNCRC)

Aims and expectations

It is a primary aim of our school that every member of the Powerstock School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to help all members of the school live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure through the application of the Therapeutic Thinking strategy.

Our behaviour policy is not primarily concerned with rule enforcement and simple compliance. It is more a framework to oversee a deep respect for others and promote positive relationships, so that people can work together in an

effective and considerate way with the common purpose of helping everyone to learn.

The school expects every member of the school community to show respect and consideration, and to act responsibly, so that all are kept safe and secure.

All children are treated fairly and this behaviour policy is applied in a consistent way.

The policy extends to any before or after school activities including clubs and when children are representing the school.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards and celebrates good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This aspect of the policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Positive Rewards Strategies

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

- Teachers and teaching assistants congratulate children as matter of daily good practise and quality-first teaching.
- Teachers and teaching assistants give children marbles/house points for good work and behaviour and annotate work with encouraging words.
- Children receive Golden Tickets in our Celebration Worship on Fridays and can also receive Head Teacher's Awards for embodying the school values.
- All classes have an opportunity to take part by showing examples of their best work (Celebration Assemblies).
- The school acknowledges all the efforts and achievements of children, both in and out of school. Successes achieved outside school are celebrated during whole school assemblies.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them to move to a place nearer the teacher to help them engage in with the learning.
- We expect children to try their best in all activities. If they struggle, they will spend time with the teacher to complete the task and/or discuss desired behaviour and are encouraged to be the best that they can be.
- If a child is dysregulated in class, the teaching team will give the pupil opportunities to regulate, discuss what they are struggling with and then encourage them to re-join the rest of the class ready to learn.

Expectations

Pupils are expected to complete the work set for them in lessons. These expectations will be set out clearly before the start of an activity. If a pupil refuses to complete the work set, they may be asked to complete it during break or lunch. The expectations of work to be completed will vary from pupil to pupil depending on adaptations made when planning the lesson or during the lesson following assessment for learning.

Safety

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will remove the rest of the pupils from the classroom until it is safe to return.

Bullying

The school does not tolerate bullying including cyber bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we move immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The school does not tolerate prejudice-based and discriminatory bullying. If we discover that this has taken place, we move immediately to stop any further occurrence of such behaviour.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the behaviour will be discussed with Head Teacher and child. Any bullying, including cyber bullying, is dealt with using the Anti-bullying policy. Reference is made to our Internet Safety Policy.

Sexual Harassment

Powerstock CE VA Primary School has a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence¹³⁸), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Any incidents must be reported to the DSL or DDSL as soon as possible and logged on My Concern.

Class Charters

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class using strategies appropriate to the nature of the incident.

Use of Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in: [Use of Reasonable Force](#). Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. If misbehaviour continues, however, the class teacher seeks help and advice from the Headteacher/Special Needs Co-ordinator (Senco) /Emotional Literacy Support Assistant (ELSA). This behaviour can also be discussed at staff meetings with a view to implementing support for the pupil to be able to regulate.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

In accordance with our assessment, marking & feedback policies, class teachers report to parents about the progress of each child in their class at parents' evenings. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the

effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, by supporting staff in their implementation of the policy and by building positive relationships with all stakeholders.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has responsibility for imposing fixed-term suspensions on individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to utilise a strategy to help a pupil regulate their behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion. [Exclusions guidance](#) we refer to this guidance in any decision to exclude a child from school as well as our Exclusions policy.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher 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 Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling. Please see full details in our Exclusions Policy on the school website.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body 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 Headteacher records those incidents where a child is sent to her on account of extreme bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body 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.

The governing body reviews this policy every year in line with Keeping Children Safe in Education which is published each year.