

North Stainley CE Primary School

We are our school, we have our roots and foundation in love



Our school is us, we will grow, blossom and flourish.

Positive Behaviour Management & Emotional Health Policy

Policy agreed: (14/10/20)

Headteacher: *LE Wallen* Louise Wallen

Chair of Governors: Nat Potts

Policy to be reviewed:

Policy to be reviewed:

Policy to be reviewed:

Aims and expectations

It is a primary aim of North Stainley CE School that every member of the school community feels valued and respected, and that each person is treated fairly and kindly. We are a caring school whose Christian values are central to all that we do. The school behaviour policy is therefore designed to reflect this and to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a school behaviour code which is reviewed annually in collaboration with the children, at the beginning of the school year. The code is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. The code forms part of our home school agreement. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

All children are individuals and some children will require specific support to deal with their emotions.

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

The school rewards good behaviour as it believes that this will develop an ethos of aspirational behaviour and co-operation.

WAYS OF PROMOTING GOOD EMOTIONAL HEALTH AND BEHAVIOUR

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

- Staff congratulate children verbally for good work and behaviour.*
- Children are given individual House Points for specific achievements. Each week house points are counted and the winning house is celebrated and the points accrue to a half term total where the house choose a reward ie: non uniform day. Although we believe children should not behave well for external rewards but learn to control their emotions and behaviour for intrinsic beliefs, this promotes discussion about what constitutes good behaviour.*
- A celebration assembly is held every week. In this assembly children's various achievements are celebrated.*
- Staff also inform parents about incidents of outstanding behaviour or work in parent's meetings and with day-to-day dialogue in the playground.*
- There is a weekly 'Purple Ribbon' award given out to a child from each year group rewarding achievements that highlight good behaviour, our Christian values or aspects of curriculum work. The child gets their photograph and why they were selected recorded in a special book which is on display in school.*

They also receive a purple ribbon and their achievements are published on the website.

- *A white ribbon is awarded occasionally and is only awarded for something extraordinary and outstanding. This is considered 'super special'.*

Sanctions for behaviours which do not display our School Values

We take the following actions:

1. *Verbal warning*
2. *Name on the board*
3. *(Names will be rubbed off at the end of the lesson to enable the child to have a "clean slate" within the next session.)*
4. *5 minutes playtime missed*
5. *10 minutes playtime missed*
6. *Whole playtime missed*
7. *Parents will be spoken to*
8. *Internal exclusion, working away from class*
9. *Excluded from school*

If behaviour shows no improvement, a formal interview with the parents and the child(ren) concerned will be requested.

Support from Outside Agencies may be used including EMS Starbeck and the Education Psychology Service. Exclusion would only be considered as a last resort.

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, and by supporting staff in the implementation of the policy.

The headteacher keeps a record of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the governors' pupil discipline committee has been consulted.

The role of parents

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school.

We explain the school code in the home-school agreement and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate 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 use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher who will report the matter to 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 carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil 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 pupil, 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 LEA 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 pupil 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 pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: May 2020

Review date: September 2020