



## Lythe CEVC School

*Our vision is to provide the highest quality of education for all in a nurturing, creative, Christian environment, where children are empowered to combine academic excellence with a passion for learning about the world.*

### Behaviour Policy

**“Be kind to one another, tenderhearted, forgiving one another,  
as God in Christ forgave you”**

**Ephesians 4:31-32**

Document Status			
<b>Date of Next Review</b>	July 2019	<b>Responsibility</b>	<i>Head Teacher</i>  <i>Lisa Armstrong</i>
<b>Success Criteria for review completion</b>	Adopted by FGB	<b>Responsibility</b>	<i>Chairs of Governors</i>  <i>Sarah Arnold / Jo Stonehouse</i>
<b>Date of Policy Creation</b>  November 2015	<b>Adapted school written model</b>	<b>Responsibility</b>	
<b>Date of Policy Adoption by Governing Body</b>  July 2018		<b>Signed</b> Lisa Armstrong	
<b>Method of Communication (e.g Website, Noticeboard, etc)</b>  Website			

The Staff and Governors recognise the crucial role that an effective Behaviour policy can have on all aspects of school life.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

The Governors have a high level of expectation regarding behaviour and the special Christian nature of our school ensures that all persons are required to put Christian principles into practice. Our policy is underpinned by the biblical instruction to treat others as you would like to be treated yourself, and assumes that everyone will work towards forgiveness and reconciliation.

All persons are therefore expected to manifest behaviour which reflects and supports the following school Golden Rules, which are displayed throughout the school:

**Be kind** (in words and actions)  
**Be safe** (physically and emotionally – self and others)  
**Be respectful** (of self, others and property)

Staff should make it clear to children, in an age-appropriate way, how their behaviour is following or not following these rules.

The overriding aim of our school is to help children operate with self-discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

#### **REWARDING CHILDREN'S WORK & BEHAVIOUR**

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour.

These strategies include:

#### **ON-GOING INDIVIDUAL PUPIL AWARDS:**

- Good work
- Effort
- Positive attitudes;

- Stickers from all staff to reward good attitude, effort and behaviour, in and out of the classroom.
- Class Dojos (electronically shared with parents) include behaviour rewards and rewards for demonstrating the school's values.
- Regular and frequent verbal praise that explicitly refers to the school's Golden Rules and Christian values.
- Notes/postcards home

#### **WEEKLY ACHIEVEMENT ASSEMBLY:**

Certificates are given at celebration assembly each week to at least one child from each class.

These weekly awards are given for a range of reasons such as good work, good manners, helping visitors who come into school etc.

#### **WEEKLY ATTENDANCE AWARDS**

A certificate is awarded to a class each week which has the best attendance.

This means that sometime during the following week, that class will have a small treat such as a period of extra playtime.

#### **OTHER PROMOTION OF GOOD BEHAVIOUR**

- Our Christian values are explicitly discussed in Collective Worship through use of the Roots and Fruits resource and children are encouraged to reflect on what these values mean to them, and how they will live them out. This is backed up by displays around school.
- Teachers use PHSE to explore aspects of good behaviour. This may be as part of the planned curriculum, or specially developed to address a particular issue with a group eg dealing with friendship problems.

#### **AWARDING SANCTIONS FOR MISBEHAVIOUR**

##### **Breaking of school rules:**

- Consequences will be used to encourage the pupil to take responsibility for their own behaviours. All children have the right to reflect on, take responsibility for and adapt their own behaviour.
- All staff take responsibility for preventing bad behaviour everywhere in school through good supervision and classroom / activity management. Positive reminders and reinforcements are given frequently, and children are always offered good alternative choices.
- Consideration is given to Special Educational Needs SEN & other identified children who require an individual approach.
- Identify 'why' behaviour is unacceptable, referring to the Golden Rules, & demonstrate the

appropriate behaviour.

- Focus on the behaviour being unacceptable not the child.
- It's the school rules that punish a child so there's no need to shout and be intimidating.
- Punish in private and praise in public wherever possible.
- We discipline because we care about the child behaving appropriately 100% not 95%.
- Use a second member of Staff in difficult situations as a witness and for support.
- Avoid wasting lesson time.
- All staff are empowered to give sanctions.
- Any exclusions are reported to the governing body.

### **In and out of the classroom:**

- 1<sup>st</sup> warning - explain what is wrong, offering an alternative. Refer to the Golden Rules / values.
- 2<sup>nd</sup> warning – write the child's initials on the board if in classroom, or use other age-appropriate and clear signal that a second warning has been received.
- 3<sup>rd</sup> warning - child misses agreed part of playtime / lunchtime. This may take place by sitting on the bench in the playground outdoors, or with a member of staff indoors.
- Sanctions issued outside the classroom must be reported to the class teacher the same day if possible. Ensure that staff on duty outside are aware if they need to supervise a child sitting on the bench.
- **SERIOUS MISBEHAVIOUR / CHILD CAUSING OR AT RISK OF CAUSING HARM TO SELF OR OTHERS – SEND TO THE HEADTEACHER/ PERSON IN CHARGE IMMEDIATELY – DO NOT WAIT UNTIL THREE WARNINGS HAVE BEEN ISSUED. Serious misbehaviour includes: bullying, swearing (words or actions), hurting another person or hitting, kicking, throwing object with intent to harm, spitting at someone, racist / sexist/homophobic/disablist abuse (racist incidents must be reported separately to the Headteacher), serious damage to property, threatening children or staff, complete non-compliance after above measures have been used. Serious misbehaviour must always be reported to the Headteacher and recorded on SIMS / in the serious incident book, and the teacher should inform parents.**

Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault but give extra evidence and a broader picture for multi-agency meetings, etc. should be reported to the headteacher. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the alleged bully should be logged). It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

### **Internal exclusions:**

When a child repeatedly disrupts the learning and teaching in their classroom, having been given warnings and the appropriate consequences they may be given an internal exclusion. This is where the child will be removed to work with a senior member of staff or the Headteacher, away from their peers, and work for a fixed period of time. This could include missing break or lunchtime play, or any special activity that their class teacher may have arranged. In these instances the parents/carers will be kept fully informed by the teacher.

### **Fixed term Exclusion:**

At Lythe CEVC we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the school's behaviour policy and if the pupil remaining in

school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Management Plan will be drawn up for the pupil. The pupil may also be referred to other professionals so that advice and support can be sought from another outside agency. For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of permanent exclusion from the school.

Further DCFS guidance on fixed and permanent exclusion can be found in the DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion' effective from 1st September 2012.

### **Recording and reporting of sanctions**

If a sanction is issued, report to the Class Teacher, or to the Headteacher if serious.

In certain cases, for example repeated or serious misbehaviour (see above), the parents will be contacted / informed by the class teacher. Following discussion with the teacher, the headteacher may invite parents into school to discuss their child's behaviour and monitor this. If required, a personal behaviour plan will be drawn up and shared with all staff.

### **Physical Restraint**

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

- To prevent a pupil from doing, or continuing to: a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All staff have attended Restrictive Physical Intervention training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property. Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

Where there has been RPI, a record must be made in the Serious Incident book (kept in the office) and parents must be informed as soon as practical after the incident.

For more information, please refer to 'Guidance on the use of restrictive physical intervention with children and young people' (September 2012), as issued by North Yorkshire County Council.

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the alleged bully should be logged). It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses. If any of points 1-6 occur during lunchtime, the MSA involved should report this to a member of teaching staff. Points 1-5 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication and consequences in line with this policy.

### **Monitoring and Review**

The monitoring of the above areas will be undertaken at two levels.

#### Level 1:

The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered.

#### Level 2:

The second level is the monitoring undertaken by the Headteacher and Senior Teachers. This will ensure that there is a consistency of approach to behaviour throughout the school. Part of the monitoring will be ongoing and relate to normal observations of children's behaviour during lessons, assemblies, lunchtimes and playtimes.

Formal monitoring exercises take place throughout the year. This will involve the analysis of behaviour reports on SIMS and evaluate the overall impact of the policy, broken down by age, ethnicity, gender, special educational needs and disability. Any necessary differentiation to the policy will be made.

#### **Associated policies and documentation:**

- Teaching and Learning Policy
- Attendance Policy
- Anti-bullying Policy
- Inclusion Policy
- SEN Policy and Code of practice
- Child Protection/safeguarding Policy
- Governors' Statement of Behaviour Principles

#### **Associated resources/documentation:**

- Behaviour and Discipline in Schools (January 2016).
- Equality Act 2010

- Education and Inspectors Act 2006
- Basic classroom management and good behaviour in schools Checklist (Charlie Taylor)