



CURRY MALLET Church of England VC PRIMARY SCHOOL

Behaviour Policy

This policy should be taken as part of the overall strategy of the School and implemented within the context of our vision, aims and values as a Church of England School.

At Curry Mallet, we believe that by working as a team taking collaborative responsibility towards discipline and by praising good behaviour, we will develop a whole school policy towards promoting good behaviour.

Rules must be applied consistently by ALL staff but there must be flexibility to allow individual circumstances to be considered.

Please also refer to our Anti-Bullying Policy.

Aims and Objectives

We aim to:

- positively promote socially acceptable behaviour
- provide a safe, calm and caring atmosphere in the school
- ensure consistency and fairness, and set high expectations
- enable pupils to develop social skills and the ability to choose between right and wrong

Methods:

- to involve the children in making the rules
- to regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- to use praise to promote self-esteem, using this to reward kindness shown to others, for consistent good manners, for good efforts and for high standards of achievement
- for all staff to be conscious of the example they set the whole time
- to condemn the act, not the child – ‘pushing was a dangerous thing to do’ – not ‘you are a bully’

We believe it is important that the school provides a clear and consistent approach to behaviour, which can be adopted by the staff, children and parents. All members of the school community have the right to feel secure and well-respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline, and we provide opportunities for them to make independent choices and to become increasingly responsible for their own behaviour.

Rewards for Good Behaviour

These may include:

- verbal praise (which is unconditional)
- non-verbal praise
- display of work
- achievement board in classroom
- stamps on achievement card (10=fish certificate)
- Fish Certificate in assembly
- 'Team Fish' towards a team trophy presented each half term and displayed with team colours
- stickers
- sharing work, eg with neighbouring teacher or Headteacher
- notifying parents, eg through Homework Book or at the end of the day

Sanctions

- non-verbal signals
- verbal response
- forfeiting playtime
- 'time out' away from other children, with an adult wherever possible
- referral to another teacher or Headteacher
- informing parents

We have developed a 'Buddy system' scheme so that Year 5 children are paired with the new intake of children in the summer term to support their entry to school in September.

Following the principles of Restorative Justice, any incidents will be investigated by a member of staff and the wrong-doer spoken to. If appropriate, both parties will be brought together to discuss the incident, the effects it has had on all involved and ways in which the situation could be improved. This mediation will follow the guidance below. In this way, we will be able to ensure consistency of approach, whichever member of staff is involved. One adult (preferably an assistant because of time constraints for teachers) will try to find the answers to the following:

- what has happened?
- who has been affected?
- how can we involve everyone who has been affected in finding a way forward?
- how can everyone do things differently in the future?

The process would begin with an enquiry – this would involve listening to both parties, probably separately, in a non-judgmental manner. It might be followed by a discussion – both parties brought together to express and listen to their feelings and needs, leading to understanding of why each has acted the way they have. To resolve the problem, there would be mediation – the facilitator remains impartial and helps both sides to consider the problem as a shared one which needs a joint solution. (see Appendix)

The Home-School Agreement

This is given to all parents at the beginning of their child's time at Curry Mallet School to be signed and returned to school, where it is kept on file. It will be sent to all families each September as a reminder of its contents even though this document is no longer statutory.

Unacceptable behaviour and its consequence:

- | | | |
|---------------------------|---|---|
| - unkindness | } | |
| - rudeness to others | } | these will be dealt with by the class teacher |
| - persistent shouting out | } | |
| | | |
| - swearing | } | |
| - spitting | } | child will be sent to the Headteacher, who may deal |
| - hitting another child | } | with the situation, may inform parents or may, in extreme |
| - bullying | } | cases, exclude the child for a short period |
| - stealing | } | |

Procedure leading towards exclusion

A decision to exclude a pupil should be taken only in response to serious breaches of the school's behaviour policy and/or if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school. Only the Headteacher (or in the Head's absence, the Senior Teacher) can exclude a pupil. Exclusion should only be used if there are no other possible solutions available.

A permanent exclusion is a serious decision and will usually only be a final step after many other strategies have been tried – a last resort. There are some exceptions for which the Head can use her own judgment to permanently exclude for a first offence:

- serious actual or threatened violence against another pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Exclusion is not appropriate for minor incidents (eg failure to complete homework), poor academic performance, lateness or truancy, breaches of school uniform rules, punishing pupils for their parents' behaviour (eg at meetings). Individual needs and circumstances will be taken into account before any decision is made to exclude.

Before an exclusion is made, the Headteacher will:

- Carry out an appropriate investigation
- Consider all available evidence
- Allow the pupil to give his/her own version of events
- Check whether the incident may have been provoked
- If necessary, consult others

Once a decision has been made to exclude a pupil, the Headteacher will follow the statutory guidance from the DfE.

Appendix 1

Restorative Justice Guidelines

Restorative Justice (RJ) approach incorporates a range of techniques, including the use of Circle Time, peer mediation/mentors and restorative conferences.

It is important that:

- the facilitator remains neutral
- admittance should be made that harm has been caused
- the 'wrong-doer' is given the chance to put things right
- emphasis is placed on restoration and reparation
- some form of reparation is made
- it is seen as a positive experience
- an agreement is drawn up, if it is a formal conference, and is signed and copies given to all involved

Restorative language should be used around the school, challenging pupils to take responsibility for their actions:

- what happened?
- what were you thinking?
- how did this make people feel?
- who else has been affected?
- what should we do to put things right?
- how can we do things differently in the future?