

KING'S HOUSE SCHOOL

BEHAVIOUR POLICY



Policy date	July 2018
Policy review	Every year as part of the School's policy cycle
Date ratified	23 July 2018
Ratified by	Dr A Cook
Review date	July 2019
Next review date	April 2020
Related policies	Safeguarding, Health and Safety, Anti-Bullying

Aims and expectations

Every member of the King's House School community must feel valued and respected, and treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School behaviour policy is therefore designed 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 primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way.

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 kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and punishments

We praise and reward children for good behaviour in a variety of ways. (The following are not in any value order):

- teachers congratulate children for work/behaviour;
- a written comment on a pupil's work;
- a public word of praise (in class);
- a public word of praise (in front of the whole School);
- a visit to the Headmaster or Deputy Head for commendation;
- house points/merits are distributed to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in School;
- certificates, stickers and badges are awarded;
- the child's success is shared with the parents;
- individual rewards are presented at Speech Day;
- special responsibilities are given.

School based achievements are also published in the newsletter, which is sent home to parents.

The School employs a number of sanctions to enforce the School rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons.

We expect children to try their best in all activities. If they do not complete work, we may ask them to stay in class and finish and in some instances to redo a task.

If a child misbehaves repeatedly, we ask them to move to a place nearer the teacher, or to sit on their own until s/he calms down and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and procedures from the School's Anti Bullying policy are implemented. It is the responsibility of the Headmaster to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. Parents have a responsibility to support the School's Anti Bullying policy and to actively encourage their child to be a positive member of the school.

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act 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.

If a child repeatedly acts in a way that disrupts or upsets others, the School will contact the child's parents/carers and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the School rules with each class. In addition to the School rules, each class also has its own classroom code of rewards and consequences, 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 is expected. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or other appropriate occasions.

Staff will use the practices of restorative justice to encourage resolution of disagreements between pupils in order to de-escalate.

All members of staff, through the Staff Handbook and staff training, are made aware and guided by the regulations regarding the use of force by teachers, as set out in DFE (July 2013/ Reviewed July 2015)) Guidelines "Use of reasonable force" document.

We will not give corporal punishment to any child and will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

We will not threaten corporal punishment and will not use or threaten any punishment which could adversely affect a child's well-being.

The named lead for Behaviour is Miss J Pawaar (Deputy Headteacher)

The role of the class teacher

It is the responsibility of the class teacher to ensure that the School rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Class teachers in the School have high expectations of the children in terms of 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 teacher treats all children in their class 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 him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help, support and advice from the Deputy Head or the Headmaster.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headmaster

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

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

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child.

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 expect parents to support their child's learning, and to co-operate with the School, as set out in the Standard Terms and Conditions. We try to build a supportive dialogue between the home and the School, and we inform parents if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to discipline 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 Deputy Head. If these discussions cannot resolve the problem, parents will be referred to the Concerns and Complaints Policy, available as a separate document and also in the Parents' Handbook.

Fixed-term and permanent exclusions

Only the Headmaster has the power to exclude a pupil from School. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one School year. They may also exclude a pupil permanently. It is also possible for a fixed-term exclusion to be converted into a permanent exclusion, if the circumstances warrant this.

If a pupil is excluded, the Headmaster will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster will make it clear to the parents that they can, if they wish, appeal against the decision. The School informs the parents how to make any such appeal.

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 consider whether the pupil should be reinstated.

Monitoring

The Headmaster monitors the effectiveness of this policy on a regular basis.

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

Any reported instances of behaviour issues, bullying or racism are investigated and recorded in a hard copy book.

Reception

Early years provision believes in promoting positive behaviour.

- We aim to encourage self-discipline, consideration for each other, our surroundings and property.
- By praising children and acknowledging their positive actions and attitudes we hope to ensure that children see that we value and respect them, by using verbal praise, stickers and certificates.
- Reception guidelines are concerned with safety and care and respect for each other. Children who behave inappropriately, whether by physically abusing another child or adult, eg by kicking or biting, or by verbal bullying, may be removed from the group. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.
- How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he /she has done. It may be that the child will not be allowed to make his/her own choice of activities for a limited period of time.
- The child will also be asked to see if the person who was upset is all right and to say or show that they are sorry.
- Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and the early years Reception class.
- All children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.
- Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

- Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.
- Corporal punishment will not be given to any child whom we provide early years provision for, and so far as it is reasonably practicable, we will ensure that corporal punishment is not given to any such child by:
 - Any person who cares for, or who is in regular contact with children;
 - Any person living or working on the premises.
 - We will not threaten corporal punishment and will not use or threaten any punishment which could adversely affect a child's well-being.
- All behavioural issues will be recorded in our Behavioural Incident Book, which can be found with the practitioners responsible for behavioural management.
- By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.