

Kings Langley Primary School Behaviour Policy

Introduction

This policy sets out the ethos of the school and the responsibilities of children, staff, parents/carers and the governing body. Good behaviour helps to create a positive learning environment and it relies on everyone connected with school doing their bit to make the system work.

All school staff want children to achieve their full potential, have received training and have experience of dealing with good and poor behaviour. It is crucial that carers respect the expertise of teaching staff and support the school in promoting good behaviour and challenging poor behaviour. School staff have established routines and expectations, such as lining up in the playground before school commences, to enable the school to operate in an efficient and orderly manner. Disruption to these routines may seem minor to those causing the disruption, but can make the running of the school more difficult than it should be.

Carers receive a copy of the Behaviour Policy in their Welcome Pack and are asked to sign a 'Home/School Agreement', acknowledging the Behaviour Policy. The school does not operate properly without school staff, children and carers sharing values of behaviour and the Home/School Agreement is a key document that sets out these shared values.

The governors and school staff seek to encourage good behaviour. Children must follow instructions of school staff (teachers, teaching assistants and other school personnel), be quiet and listen when receiving instructions or when working on their own, attend lessons on time and bring the right equipment.

Specific examples of good behaviour include:

- Showing respect to fellow pupils, school staff and anyone visiting the school;
- Sharing, working in cooperation with fellow pupils, listening to teachers, school staff and other pupils;
- Self-discipline and taking responsibility for their own actions;
- Helping others, particularly those who are less able to help themselves;
- Respecting property.

Behaviour that is not tolerated at the school includes:

- Bullying, whether it is physical, verbal or exclusionary, including bullying using computers (texts, social media, etc.);
- Racism, sexism and homophobia;
- Foul, abusive or otherwise unacceptable language;
- Rude or aggressive behaviour;
- Damage to property;
- Cheating, deceit, stealing or dishonesty;
- Any behaviour that brings discredit on the school.

Intention of the policy

The policy makes clear that:

- The purpose of the policy is to enable children to learn good behaviour;
- Good behaviour encourages all of our children to learn;
- Children are responsible for their own behaviour;
- An effective behaviour policy requires partnership between the school, children and their carers;
- Children at the school are encouraged to resolve problems they encounter, including disagreements with fellow pupils;
- Teachers and carers can discuss individual incidents in a respectful and understanding way;
- Children come from all sorts of backgrounds and may suffer illness or other disorders. These must be taken into account by staff when dealing with good or poor behaviour.

This policy is intended to establish a clear set of standards of behaviour so that everyone understands what behaviour is expected and what their role is in supporting all children to learn. Good behaviour promotes learning and is achieved most effectively when staff, carers, children and the governing body work together to maintain consistent standards. All those working at the school seek to reward and reinforce good behaviour through praise and other tangible rewards.

Poor behaviour can be disruptive, unsafe, and offensive. It makes teaching difficult and can make our children feel insecure and uneasy, interfering with their ability to learn.

Behaviour that puts anyone at risk of harm must be prevented and addressed effectively. All staff at the school have a legal responsibility to take effective action to prevent harm wherever possible.

Children at our school may have disagreements between themselves. This is a normal part of growing up because they must develop ways in which they resolve conflict without resorting to abusive behaviour, such as excluding fellow pupils from games or becoming physical/violent. Problem solving is a key skill that children must develop at school and resolving conflict with peers is an important skill for later life. Our children must also develop an awareness of the time at which it is appropriate to seek intervention of an adult and this policy is intended to encourage this learning too.

All teachers and people working at the school seek to apply consistent rules about dealing with good and poor behaviour. However, consistency must take account of children's different backgrounds. Some children who display poor behaviour may be suffering a recent tragic event in their lives or may live in circumstances in which their carers struggle to provide a stable home environment. They may also be suffering some form of illness or other disorder.

Teachers take a range of factors into account when deciding the best way to acknowledge and reward good behaviour or when dealing with poor behaviour. This means that the Behaviour Policy aims to establish and support consistency so that everyone connected with the school understands the standards of behaviour that are expected and how good or poor behaviour will be dealt with. However, this does not mean every child will be dealt with in the same way because every child and every child's circumstances are different. They all need to be valued and supported in ways that respond to their needs in the most effective way.

The school governors, staff and leadership team cannot allow behaviour that causes harm to the child concerned or anyone else.

It is important that everyone, including carers, supports the establishment and maintenance of consistent standards of behaviour. Sometimes there is a need for discussion and/or correspondence about the way in which poor behaviour has been addressed. For example, the Head Teacher may issue a 'behaviour slip' to inform carers of unacceptable behaviour, or a carer may be concerned about how a particular incident was dealt with. These discussions or correspondence must be conducted in a polite and respectful way.

Carers have a key role in demonstrating good behaviour. Children learn how to behave from those closest to them and it is important that carers ensure their children get to

school in time, nourished and dressed for the day ahead. Carers must also demonstrate respect for others and never be rude or abusive to school staff. Any lack of respect shown to school staff, particularly in the presence of children, undermines the ability of school staff to maintain discipline and an efficient learning environment.

Teachers and the leadership team deal with poor behaviour as a routine part of their roles within the school. It is understandable that carers may wish to raise issues, but should recognise that teachers and the leadership team carry out investigations into incidents and then take action that they consider appropriate. They will often have had the benefit of speaking to all those involved in an incident and seeing those involved before the end of the school day. A teacher is also likely to bring a greater degree of objectivity to dealing with poor behaviour because of their experience, knowledge of the children involved and understanding of the dynamics within the classroom.

School staff who deal with poor behaviour are, of course, always willing to speak to carers about particular incidents and this policy seeks to encourage constructive discussions so that children learn how to behave appropriately. However, it is important to recognise that teachers will have devoted considerable time in addressing poor behaviour, particularly if this has resulted in issuing a 'behaviour slip'. Carers should, therefore, display support for the school in front of their children and raise any concerns they may have in private with teachers or the school leadership team.

Carers should not expect teachers and the leadership team to carry out further investigations because most incidents are fairly minor and investigations must be proportionate to the severity of the incident.

Responsibilities

This section sets out the different responsibilities of everyone at the school. It is important to remember that good behaviour helps our children learn in a safe and supportive environment and this is achieved most effectively when everyone does their best to encourage such behaviour.

The responsibilities set out below are deliberately brief to ensure that they are clear. They are not intended, however, to prevent anyone discussing behaviour with teachers and the leadership team of the school. We all want good behaviour at the school and open discussion about behaviour enables us all to work together to ensure that behaviour is as good as it can be.

Governing Body

- Oversees the application of the behaviour policy;
- Acts as an arbitration body in the case of substantial disagreement between carers and school staff;
- Supports school staff in the application of this policy.

Carers

- Make themselves aware of the contents of this policy and agree with it – carers who choose to send their children to this school do so after having read the policy. School staff can explain the contents of the policy to carers who need help;
- Set a good example to children by ensuring their children get to school on time and are appropriately dressed;
- Help the school in promoting good behaviour by supporting the actions of teachers who have dealt with good or poor behaviour;
- Sign and return behaviour slips to indicate awareness of the incident being reported;
- Raise concerns with school staff in a polite and respectful way and, when necessary, in private.

School Leadership Team

- Set standards of behaviour and explain those standards to teachers, staff, children and carers;
- Give recognition to good behaviour that is extraordinary, particularly when that behaviour reflects well on the school;
- Deal with incidents of poor behaviour that require input from a senior leader
- Inform carers of action taken to deal with good or poor behaviour;
- Discuss incidents with carers to enable effective working in partnership and improve behaviour for the benefit of everyone at the school.

Teachers/school staff

- Establish standards of consistent behaviour within the classroom that are consistent with the school's standards;
- Explain these standards to children;
- Deal with good or poor behaviour in the classroom;

- Involve the leadership team in recognising good behaviour or addressing poor behaviour in appropriate cases;
- Be available to discuss behaviour, both incidents and policy, with carers. Teachers are available at weekly surgeries after school or, in serious or urgent cases, separate appointments can be made through the school office;
- Hold informal discussions with carers about their children's behaviour, for example, their behaviour in the school playground.

Procedure

Staff regularly deal with minor incidents of good or poor behaviour as a routine part of their duties. The vast majority of these incidents are dealt with by low level intervention such as immediate praise or admonishment.

Teachers and other staff at the school must intervene promptly to prevent harmful situations. The member of school staff concerned will take proportionate action to prevent harm, including using physical intervention; there is a legal requirement to take reasonable action to prevent harm or danger and, in addition, an expectation that school staff will keep our children safe and take appropriate action to achieve this.

Some incidents of serious poor behaviour will be investigated by a member of the school leadership team or another teacher. Investigations need to be proportionate and allow all those involved in an incident to explain what happened. Investigations will take place as soon as possible, allowing the member of teaching staff to get fresh and accurate accounts of events, often before children have been able to discuss events between themselves. Teaching staff will also be able to explore other surrounding circumstances such as the condition of a classroom after an incident or the reaction of other children unconnected with the incident. These immediate insights are often extremely helpful in understanding what has happened and what the impact has been. Investigations often take considerable time. Teaching staff are prepared to commit this time because children need to know that what they say or experience is valued, that they are valued and that they are able to explain what happened to teaching staff that value them and listen to them.

Having undertaken investigations, action may follow. The following headings are intended to establish an escalation process by school staff to deal with good or poor behaviour:

By teachers in the classroom

Teachers take action to recognise good behaviour by children in the classroom, such as helping a fellow child to understand work, following instructions quickly, being active in games and learning, undertaking extra work to develop their learning, etc.

Teachers will also take action to deal with poor behaviour by children in the classroom, such as disturbing others by talking, showing aggression to children or school staff, failing to follow instructions, failing to concentrate on work during lessons, etc.

The following actions may be taken by the teacher, but these actions should not be viewed as exhaustive. Teachers will use a variety of techniques to deal with poor behaviour, taking account of the severity of an incident and seeking the best way to improve the behaviour of the child concerned:

- Oral praise or admonishment;
- Moving the child within the classroom – for example, to break up disruptive groups;
- Removing the child from the classroom for a fixed period – for example to work individually outside the classroom or by moving the child into another class;
- Detention during breaks or lunchtime, particularly where the child has failed to complete work during a lesson because of their poor behaviour;
- Assigning the child extra tasks, such as clearing up mess after lessons, particularly when that child is responsible for some of the mess created because of poor behaviour;
- Writing a letter of apology to the person affected by the behaviour.

Some behaviour, good or poor, requires recognition beyond the classroom. An incident that requires a greater level of recognition will be referred to a member of the leadership team.

Senior Leaders

In the event of poor behaviour that is persistent or is a single incident that is too serious to be dealt with in the classroom, a child may be referred to a senior member of staff.

Members of the leadership team may deal with good behaviour in many ways – for example by awarding house points, sending a letter to the child’s carer or by praising the child.

Poor behaviour can be dealt with in many ways, each designed to improve behaviour. Senior leader will take account of a wide range of factors, including the severity of the incident, previous incidents and any matters that affect the child. We will also need to consider the dynamics within the class concerned and, if a class move is possible, the impact on the receiving class.

Exceptional good behaviour would include consistently helping other children with their work, consistently going beyond what is required to complete their own work and looking to extend their learning, carrying out good work in the local community thereby bringing credit to the school, etc.

The Head Teacher will take steps to address poor behaviour in a way that promotes good behaviour and manages the child within the school whenever this is possible. Exclusion from school is a very serious step and will only be considered in the most serious of cases and, even then, only after the Head Teacher has carefully considered the particular facts of the case including the severity of the incident(s), the impact on any victims, the ability of the school to provide the right learning environment for the child and all other children, the background of the child, etc.

The following sets out some measures that the Head Teacher can consider, but this is not an exhaustive list:

- Issuing a behaviour slip;
- Placing the child ‘on report’
- Exclusion from a school trip or event
- Contacting parents to discuss the behaviour and agree a plan of action to improve behaviour, this may involve a referral to DESC (Dacorum Education Support Centre) or the Family Support Service;
- Moving the child out of class on a temporary or permanent basis;
- Internal exclusions;
- Fixed term exclusions;
- Permanent exclusion.

Conclusion

This Behaviour Policy has been written with the intention of establishing standards of behaviour that can be shared by governors, staff, children and carers. It is intended to encourage good behaviour and reduce poor behaviour.

It is the responsibility of the child to report 'bad behaviour' to a member of staff so that it can be dealt with as soon as it occurs. Everyone connected with the school has a part to play in spreading good behaviour throughout the school – do your bit!

Example Behaviour Slip – these slips should be signed by the parent/carer and returned to school the following day.

Kings Langley Primary School Behaviour Slip	
Name of Child _____	Date _____
Class _____	_____
Your child has been seen by the head teacher/deputy today because:	

His/her in-school consequence has been/will be: _____	

I would be grateful if you could please discuss this incident with him/her and return this slip to school, signed, to indicate your awareness of the event.	
Signature of Parent/Carer _____	Date _____

Our School Rules

Respect each other

Accept each other

Help each other

We expect children to: obey the school rules
always tell the truth
take responsibility for their actions

Behaviour that would usually warrant a Behaviour Slip

- inappropriate talk/behaviour (especially of a sexual nature)
- swearing
- behaviour that is intimidating, threatening, offensive, aggressive, hurtful or disruptive -graffiti
- behaviour that brings the school into disrepute
- defiance
- intentional damage

Behaviour that would usually warrant a fixed term exclusion

- a serious physical assault against a pupil or adult
- bullying
- racial abuse
- serious damage
- persistent disruptive behaviour
- a one-off incident of a serious nature (as defined by the head teacher)

Possible mitigating circumstances:

- the incident was provoked, e.g. as a result of persistent bullying or racial abuse or sexual harassment
- the general medical and emotional condition of the pupil
- the child is new to the school (possible unawareness of the school's behaviour code)
- the pupil was coerced or encouraged by others
- the incident was impulsive or committed in the heat of the moment
- it was a first offence
- previous behaviour and character of the pupil suggest that repetition of the behaviour is unlikely
- the pupil has apologised for his/her behaviour
- the pupil is repentant and shows a willingness to assume responsibility for his/her conduct
- the pupil cooperated voluntarily with the investigation
- the pupil admitted the offence
- the pupil played a relatively minor role in the incident compared to others
- the pupils' readiness to make restitution towards the victim(s).

Possible aggravating factors:

- the pupil failed to heed warnings about similar behaviour in the past
- the pupil had been warned of the risk of exclusion
- the offence was premeditated
- a weapon was used
- there is a history of similar incidents
- there has been witness intimidation
- the victim(s) sustained physical injury requiring medical attention
- the victim was particularly vulnerable, e.g. a much younger or weaker pupil
- the pupil has received significant support from the school in the past to modify his/her behaviour
- the pupil encouraged others to behave inappropriately in relation to the offence
- the pupil shows no contrition or a willingness to accept responsibility for his/her actions
- the pupil did not cooperate with the investigation or worse, actively sought to frustrate and prolong it.

