



Yatton Voluntary Controlled School Behaviour Policy

Document Information			
Reviewed by:	PQA	Responsibility:	PQA
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Review Cycle:	Annual	Ratified by FGB	Not required
Signature (FGB)	Not required	Signature (Head)	Not required

Rationale:

Everyone should have the freedom to live and work in a happy and safe atmosphere. Thus, children need to understand the necessity of good behaviour and to learn self-discipline

Aims:

- To promote an atmosphere where everyone feels safe, happy and secure
- That each person is treated fairly and well and feels valued and respected
- That pupils learn to be aware of the kind of behaviour that makes a safe and happy community
- That pupils learn to respect one another and each other's property
- That pupils learn self-discipline and take responsibility for their own behaviour
- To enable pupils to have a positive self-image
- That all staff has a shared understanding of the guidelines and use common strategies.

Guidelines:

1. There should, whenever possible be a positive approach to behaviour issues
2. Children know what acceptable behaviour is and what is not through developing Class Golden Rules, SEAL lessons, assemblies on values and positive adult role models.
3. That acceptable behaviour developed with the School Council and through Circle Times reflect the Federation values and the Infant school aims:

KINDNESS COMPASSION, RESPECT GENTLENESS TRUTHFULNESS, <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="font-size: 1.2em;">Children are happy, considerate, supportive of others, caring and respectful.</p> </div> GENEROSITY EQUALITY FRIENDSHIP HAPPINESS PATIENCE COMMUNITY

4. Steps to reinforce good behaviour throughout the school can include:-
 - Individual/class/ team points working towards a class reward.
 - A Cloud chart in KS1 that acts as a visual reminder, children's names can move up and off the Cloud as and when behaviour improves. Children who remain on the cloud for the day will miss 5 minutes of last play. Children who stay on the Thunder Cloud will miss all of their last play. Children who are consistently good or do something amazing will get moved up to the Shooting Star. Here they earn a special star sticker and if they collect a card full of these stickers, will get a congratulatory letter home to their parents/carers from the Head.
 - A Smiley face chart is used in the Reception. (Same principle as Cloud chart in KS1)
 - Head teacher's stickers/merit cards/stamps.
 - Golden board /Excellent Work and Treasure Box awards
 - S.M.S.A's Golden Table Award every Friday.
 - Head teachers WOW! Board - celebration of learning.

- "Kindness walls" in classrooms.
 - Wow! Wall in Reception Classes
 - Happiness Tree - a weekly value will be shared in assembly on Monday and on Friday one child will be voted by their class as an ambassador of the value. Their names and the reason why they were voted for will be written on an owl to sit in the tree for all to see. They will receive a certificate and their name published in our newsletter.
5. Major misdemeanours will evoke a red card, which will result in the child being sent to the Head. Sanctions may be applied for a red card such as missing a playtime, writing an apology letter or a letter home to parents.

Persistent Misbehaviour

1. The Head teacher and or teacher will inform parents and arrange a meeting to talk about positive ways forward.
2. Persistent misbehaviour will usually result with a Behaviour Plan that has clear and achievable targets agreed with the child, teacher and parents. The child's behaviour will be closely monitored over several weeks resulting with plenty of opportunities to praise positive behaviour and underline how changing their behaviour makes school life a happier place to be.
3. In the event of persistent misbehaviour or a serious incident the Head teacher may refer your child to the services of the Behaviour Improvement Program or BIP which is North Somerset's proactive early intervention service. BIP is made up of a team of multi-agency professionals working together with parents, schools and children in order to help solve behaviour issues. Parental permission is needed before BIP works with a child and the school will always seek to include parents at all stages of behaviour management.
4. If the normal school sanctions don't work and your child's behaviour gives increasing cause for concern, the Head teacher will use the formal exclusion procedures as well as involving North Somerset teams such as the Education Welfare Service (EWS), Educational Psychology Service (EPS), Education Support Services (ESS) and the Education Family Support Service (EFS).

These teams will try to work with you, your child and the school in avoiding a school exclusion and a [Pastoral Support Programme](#) will be drawn up. This is a time-limited action plan to support your child in school. It will involve you, your child, the school and outside teams such as the EWS.

There are two types of school exclusion:

- **Fixed Term** (including lunchtime exclusions) - This means that your child is excluded from school for a fixed number of days (maximum is forty-five days in any one school year)
- **Permanent** - This means that your child is expelled from school and cannot return.

Further guidance and information can be found at the following website:

<http://www.n-somerset.gov.uk/Education/schools/Pages/truancyandexclusion-faq.aspx>

Physical Restraint:

- Very occasionally it may be necessary to use reasonable force to restrain a child, unless by doing so the person restraining is placed at greater risk of injury
- Such restraint should only be used to prevent a pupil from:
 - a) Injuring themselves or others
 - b) Causing damage to property (including the pupil's own property)
 - c) Engaging in any behaviour prejudicial to maintaining good order and discipline in school or during an activity out of school
 - The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or

the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result

- Staff should always try to deal with a situation through other strategies first before using any force. The use of force should stop immediately it ceases to be necessary, children should not be carried by staff
- Teachers, Classroom and Learning Support Assistants and School Meals Supervisory Assistants are authorised to restrain children if necessary
- When a child is known to present particular management difficulties that may require physical control or restraint, staff should be briefed in advance and clear procedures established. Parents should be involved in this process
- All incidents must be reported to the Head Teacher immediately and a detailed written report should be made
- Parents will be informed of any such incident as soon as possible and given the opportunity to discuss it

Conclusion:

It is hoped that this policy will ensure that there is a consistency of expectation and attitude towards behaviour throughout the whole school. Children will be helped to grow in a safe, happy and secure environment and to become positive, responsible and increasingly independent members of the school community.