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GODSTONE VILLAGE SCHOOL

Behaviour Policy

"Inspirational Learning for Life"



Philosophy and Principles

Our behaviour policy is fundamentally linked to our core values of **Pride, Respect, Responsibility, Ambition and Compassion**. We believe that by consistently striving to embed these values throughout our behaviour management system we will create a safe and reflective school environment ensuring that when children leave us they possess the skills to be a responsible member of the community. The Governing Body's main principles of behaviour embody respect, fairness and promote equality in all forms. We strive for a consistent approach to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of all pupils and community members.

Godstone Village School (GVS) operates a positively focused Behaviour Policy in school. The policy is based on recognising and appreciating good behaviour, thus encouraging children to make the right choices. We believe children have a right to be educated in a safe environment and to feel secure. Through this policy and our core set of values we set high expectations of the children and we aim to establish good behaviour from them, to prevent bullying and discrimination. We encourage everyone to deal with conflict peacefully, demonstrating that better behaviour makes better learning.

All members of the school community - staff, parents/guardians, pupils, governors and volunteers - work towards the school aims.

Our aims:

- ✦ To ensure a safe, caring and happy school
- ✦ To promote equality and to be committed to helping children achieve their full potential
- ✦ To promote good behaviour, self-discipline, self-esteem, respect and positive relationships
- ✦ To encourage children to grow into responsible, caring and increasingly independent members of the school and wider communities
- ✦ To treat all children and adults (including those who are vulnerable) as individuals and to respect their



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rights, values and needs

- ✦ To help children to do their best, to take pride in themselves, their environment and their learning.
- ✦ To ensure the 'golden rule' is adhered to - 'treat others as you would like to be treated yourself'
- ✦ To encourage consistency of response to both positive and negative behaviour
- ✦ To ensure all unacceptable behaviour, including bullying, harassment and discrimination, are taken seriously and dealt with immediately
- ✦ To secure the involvement of both home and school in the home/school agreement.

A safe, effective environment for working and living depends on all individuals accepting responsibility for their own behaviour. At GVS we seek to support this element of each child's development, through our core set of values:

- Pride
- Responsibility
- Respect
- Ambition
- Compassion



Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, *'Behaviour and Discipline in Schools: Advice for headteachers and school staff (February 2014)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Pupils are expected to:

- carefully read and sign the Home/School Agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour
- know the Behaviour Policy and engage in discussions about it
- participate in discussions in school, and at home, that are aimed to develop an understanding of the Behaviour Policy
- adhere to the Behaviour Policy whilst in school, on off-site visits, and to and from school.
- support other members of the school community in promoting the expectations of good behaviour

Parents and carers are expected to:

- carefully read and sign the Home School Agreement to indicate that they will respect and support the school's expectations and the authority of the school staff
- know the Behaviour Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school
- ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.



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Staff (this refers to paid staff only unless the head teacher says otherwise) **in school are expected to:**

- set high standards of professional behaviour, politeness, self-discipline and respect to all.
- listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- discipline pupils at any time the pupil is in school or elsewhere under their charge
- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management
- report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).

Governors are expected to:

- refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate all issues.
- know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

Classroom Behaviour

Individual class rules are drawn up at the beginning of each new school year. These are discussed and agreed as a class and everyone signs up to these. These rules are displayed in the classroom so that the children are reminded of them and other staff teaching the class can follow them. In this way, every child in the school knows the standard of behaviour that we expect in our school. We expect everyone to keep to the school's rules and our core set of values.

Behaviour around the school

The pupils will understand what constitutes acceptable behaviours around the school. These are linked to our school values and examples are listed below:

Pride	Responsibility	Respect	Ambition	Compassion
Appearance and wearing correct uniform (including PE kit), taking care of school property, presentation of work, pride of the	for own behaviour and actions- understanding the consequences of these, ensuring that learning is best at all times;	taking care of property, talking appropriately to peers and adults, including visitors, self-respect - neat and tidy	challenging themselves with work, volunteering for extra-curricular activities and opportunities try my best all the	applauding and celebrating the achievement of others, help others in class and school; understand others weaknesses and



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<p>school environment, in being a member of Godstone Village school and local community</p>	<p>look after personal and school equipment; looking after to peers and younger pupils; looking after resources; recycling, keeping class/playground tidy; come to school with the appropriate resources</p>	<p>clothing/school work; respect rules and follow them e.g. walking in the corridor; hold doors open; say hello; smile; being honest</p>	<p>time; set sights high; work hard; believe to achieve; challenge yourself, work hard towards class and individual targets</p>	<p>help them; look after each other's belongings, being friendly, show a caring attitude towards peers and staff, show compassion towards others when someone is hurt or feeling unwell.</p>
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Rewards

Our emphasis is on rewards to reinforce good behaviour seen through our core values. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Praising pupils will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise is linked to our core values. We give praise when:

- ✦ it is above the standard for that group (class, year, school)
- ✦ it is above the standard for that pupil
- ✦ it is of a consistently good standard

We praise and reward Early Years Foundation Stage and Key Stage 1 children through our core values and will be rewarded in a variety of ways:

- ✦ Staff congratulate children and give verbal praise.
- ✦ Share and talk about good/improved work, behaviour, etc.
- ✦ Core value stickers.
- ✦ Smiley face pictures on work
- ✦ 'Special Mention' ~ in Foundation and Key Stage 1 assembly to celebrate special achievements.
- ✦ 'Star of the Week' Certificate ~ awarded to one child per class for superb effort and work/behaviour during that week. Certificate to be kept permanently by child.
- ✦ 'Attendance' ~ attendance is monitored over a term. Any child who attends school 100% over the academic year receives a certificate and parents are informed.
- ✦ Mathematician and writer of the week awards given for excellent effort during the week. Certificate to be kept permanently by child.
- ✦ Athletics certificates
- ✦ Certificates to celebrate a child moving up a reading box level and for completing their letter sounds

We praise and reward Key Stage 2 children for good behaviour and work in a variety of ways:

- ✦ Staff congratulate children and give verbal praise linked to our core values.



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- ✦ Share and talk about good/improved work, behaviour, etc.
- ✦ 'House Points' ~ children gain house points for good work/behaviour. House points are awarded to individuals and collected on a House Point card. Badges will be awarded at four stages throughout the card. When a child gains 25 house points within a term, a white badge will be issued during assembly. When a child gains 50 house points within a term, an orange badge will be issued during assembly. When a child gains 75 house points within a term, a purple badge will be issued during assembly. When a child gains 100 house points within a term, a black badge will be issued during assembly. At the end of each term, the three children with the most house points in each class are awarded a medal (bronze, silver or gold).
- ✦ 'Pupil of the Week' Certificate ~ awarded to one child per class for superb effort and work/behaviour during that week. Certificate to be kept permanently by child.
- ✦ Mathematician and writer of the week awards given for excellent effort during the week. Certificate to be kept permanently by child.
- ✦ House Cup ~ house points are recorded by class teachers. Once a week the points are collected by the top class in the school. The number of house points from each KS2 class are added together. The 'house cup' is awarded during assembly to the house that has collected the most points during that week. The coloured ribbon of the winning house is tied to the cup. A note of the points gained by each house every week is kept. In the last assembly of the term, the house which has gained the most house points over the term receives a larger cup with their coloured ribbon attached. This is displayed in the reception area. The house point totals are displayed in the hall.
- ✦ Termly Certificates ~ certificates will be awarded in the end of term assembly for: high sustained academic achievement; sustained effort in academic work; and personal achievement. Certificates are only awarded if appropriate with a maximum of 1 for each category and for each class.
- ✦ 'Attendance' ~ attendance is monitored over a term. Any child who attends school 100% over the academic year receives a certificate and parents are informed.

Teachers may also decide to use **additional rewards**. These may include:

- ✦ Core Value stickers
- ✦ Individual rewards which contribute to class/group rewards to develop a sense of community
- ✦ Giving responsibilities
- ✦ Golden time or equivalent
- ✦ Use of other awards/certificates
- ✦ Informing parents/guardians

Sanctions

Staff will use positive language linked to our core values when making the point of 'catching them being good' and may choose to ignore low level misbehaviour/work (e.g. continual fidgeting, calling out and not listening/working) in favour of reinforcing our positive core values, offering lots of praise and using corrective language. It can be more beneficial to reinforce positive behaviour and draw children's attention to positive role models rather than continually focusing on low level misbehaviour.



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Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour/work levels and to protect the security and stability of the school community. Such sanctions will be applied to the behaviour, **not** the person, and will be calmly implemented.

Sanctions will be given to:

- ✦ impress on the child that what she/he has done is unacceptable and does not conform to our school values
- ✦ deter the pupil from repeating the behaviour
- ✦ signal to other pupils that the behaviour is unacceptable and deter them from repeating it

Sanctions can be linked to our core values and should be given when behaviour, work or effort is:

- ✦ below the standard expected by the school
- ✦ below the standard of that pupil
- ✦ of a consistently poor standard

Unacceptable behaviour includes:

- ✦ disobedient response to a reasonable instruction
- ✦ answering back, rudeness or aggression to adults
- ✦ making unkind remarks
- ✦ biting, spiting, hitting, pinching, kicking, punching and throwing
- ✦ damaging property
- ✦ stealing
- ✦ foul language or swearing
- ✦ forming gangs or bullying
- ✦ racist comments
- ✦ discriminatory comments, e.g. disability, vulnerability, anti-gay, etc.
- ✦ also see table under 'Behaviour around the school'

When dealing with unacceptable behaviour, staff should try to understand the reasons for the behaviour and deal with it in a positive way. Where a sanction is necessary staff will try to choose one, which is appropriate to the behaviour and child. The use of punishment should be characterised by certain features:

- ✦ It must be fair
- ✦ It must be clear why the sanction is being applied
- ✦ It must be made clear what changes in behaviour are required to avoid future punishment
- ✦ There should be a clear distinction between minor and major offences
- ✦ It should be the behaviour rather than the person that is punished.

Informal

Always establish facts through initial discussion to lead the child to understand that she/he has chosen to behave inappropriately and encourage the child to suggest what would have been appropriate behaviour.

Informal sanctions include:



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- ✦ Intentional ignoring of the behaviour
- ✦ Non-verbal signals
- ✦ Verbal warnings, reminding the child of our core values
- ✦ Private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- ✦ Move to a desk or area away from the other children
- ✦ Name on sad face board (EYFS & KS1). This serves as a visual reminder to the child and can result in the loss of the child's free/play time.
- ✦ Loss of free/play time, which can occasionally include the whole class where appropriate
- ✦ Completing/repeating work
- ✦ Loss of privileges e.g. withdrawal of monitor role, withdrawal of access to the school IT system if the child has misused this, etc.
- ✦ Stand at the side of the playground and monitored by a member of staff during playtime
- ✦ Work during playtime supervised by a teacher (if children choose to play during work time then they choose to work during playtime)
- ✦ Informal chat with parents/guardians
- ✦ Other sanctions determined by the class teacher, parents/guardians, deputy head or head teacher.

Formal

If children have difficulty in keeping the school's rules and core set of values then staff will follow the procedures outlined in the cascade model. The model involves dealing with disruptive and rule breaking behaviour in a 'stepwise' approach, from the least to the most intrusive during class lessons or at lunch times. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is:

'You Own Your Own Behaviour.'

Cascade Model

1. A warning.

You will be given a warning, and a chance to improve. Your name will be written under the sad face on the board or similar system whereby names are moved up and down a chart (EYFS/ KS1) or on the board in KS2. This allows you to think about what you should be doing.

2. Five minute sanctions

In Key Stage 2 classrooms, pupils then have a series of crosses beside their name or similar system whereby names are moved up and down a chart. For every break of rules or expectations, a cross is added. For each cross, pupils lose 5 minutes break or lunch time, when they will be kept in by their class teacher to complete work or sit to consider their actions; this will be up to a maximum of 15 minutes. If they have three crosses, the pupil is then sent to another classroom for a period of time set by the class teacher.

If a child is persistently adopting unacceptable behaviour, they will be placed upon a Behaviour Plan for a set period and, following consultation with Parents/Carers, the five minute sanction step will be removed,



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meaning that they move directly to step 4 , meaning that only one warning for unacceptable behaviour will be given.

or

2. Your name will be written on the 'Sad Face' board (EYFS & KS1)

If you have not improved after your warning, you will have your name written on the 'Sad Face' board. This allows you to think about what you should be doing. If you do not improve, you will have a cross next to your name. This will result in the loss of free time (usually break/lunch).

3. Sent to member of Senior Leadership Team

If you are continually disruptive or display disruptive behaviour that is either very verbally or physically aggressive, then you will be sent to a member of the senior leadership team.

The child displaying verbally or physically behaviour to such a degree that they need to leave the room, or a child who is continually disruptive, should report to a member of the senior leadership team. The child will remain in the member of the senior leadership team's class until the end of that particular session or until they are sent for by the class teacher. Work should be sent to the member of the senior leadership team for the child to complete. When the child returns to the class teacher, the child's behaviour is discussed. The child's class teacher may also decide to contact parents/guardians to support the child to improve their behaviour and raise their self-esteem. The class teacher should consider when any individual child should be placed upon an individual Behaviour Plan in consultation with the Senior Leadership Team.

If the child refuses to leave the room send another child to the reception office. The office staff will then inform the head teacher, who will come and collect the disruptive child from you. If the disruptive child refuses to go it may well become necessary for the class teacher to vacate the area taking their class with them. Parents/guardians will be notified.

4. Sent to the Head Teacher

If you don't improve, you will be sent to the head's office (or to the most senior teacher available on the day). You will also miss your next playtime. Your parents/guardians may also be informed and you may end up on a report card as part of an individual Behaviour Plan, as appropriate (see section for 'when the procedures don't work').

5. Exclusion - see below

If there is no improvement you may be excluded from school.

Certain extreme misdemeanours may automatically by-pass the above progression of sanctions, for example: **spitting, swearing, kicking, biting, pinching, punching, throwing, bullying and stealing** may result in immediate referral to the Senior Management Team. This may also result in parents/guardians being contacted. Parents/guardians may also be contacted earlier on in the system to discuss behaviour before behaviour escalates over time. The child may also be referred to our SENCO to discuss putting provision in place to support and address the underlying causes of their behaviour. At times this may involve outside agencies



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Each day will be a fresh start.

When the procedures do not work

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting will be called. This involves the class teacher and parents/guardians, and at times may also involve the deputy head teacher and/or head teacher. (It may also involve others such as the SENCO.) The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour, including an understanding that there will be only one warning for unacceptable behaviour; if it continues after the first warning, the child will be sent to the Headteacher. As a result of the meeting a daily home/school behaviour log may then be introduced, with behaviour targets being set and a review date agreed. Feedback will be given on the report card by a member of staff after each session, including playtime, and signed by parents/guardians at the end of each day. If within 4 weeks of using the behaviour plan the child's behaviour has improved then they will be taken off the card. If however there is no significant improvement in the child's behaviour, more formal procedures will be considered.

Fixed Term or Permanent Exclusion

The school will apply exclusions as a last resort and after all other interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Exclusion Guidance.

Fixed-term exclusions are deemed as serious by the school, parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day 5, alternative education provisions will be made by the school.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare and is never used for vulnerable pupils. (eg for those who are 'Looked After' by the Local Authority or who have high SEN/D needs). In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

Playground and Lunchtime Behaviour

Lunchtime staff will use a positive approach of praise and encouragement for good behaviour linked to our core values, which may involve their participation in playground games as a role model. KS2 play buddies will be encouraged to lead games with the younger children.



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There will also be occasions when lunchtime staff will need to discourage children from indulging in unacceptable behaviour by anticipating problems and intervening positively using the language associated with our core values e.g. inviting the child to walk around with them to calm down, gently reminding children who are beginning to play wildly, to play kindly. When playground behaviour becomes unacceptable the child/children involved will be reminded of our rules and the core set of values. To maintain consistency, if a child is on a Behaviour Plan, there will only be one warning for unacceptable behaviour after which the child will be sent to the Headteacher to stay in the 'in room'.

Alternatively they:

- ✦ May be reminded of our core values and ways to display them
- ✦ May have to walk around with an adult, talking positively to them
- ✦ May stand by the wall or on a specific spot for 'calming down' time
- ✦ May miss a playtime the following day (given appropriate work to do)
- ✦ May have to sit outside the staff room/or Headteacher's office
- ✦ May be sent to the respective key stage leader, deputy head or ultimately the head teacher.

In order to maintain a consistent approach in dealing with good and/or unacceptable behaviour there is a regular communication between lunchtime staff and class teachers. Lunchtime staff record accidents and behaviour incidents in a log book. The lunchtime supervisor informs the class teacher of any serious or inappropriate behaviour that has occurred at the start of the afternoon. We see that it is very important for all members of staff to work in partnership.

Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

Vulnerable Children

GVS prides itself on meeting every child's needs, including those of a particular race, religion and culture, SEN, disability and circumstances of other vulnerable pupils, including those who have newly arrived. The school will make reasonable adjustments to children who fall into the above categories, to ensure these



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children are being treated favourably. 'At-risk' pupils will be identified in advance and the head teacher will proactively plan how to support these children. This may involve assigning a member of staff as a point of contact for this child.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy.

Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

PSHE

The underlying causes of difficult behaviour or persistent absence can be emotional or social. Focusing on these causes - rather than on behavioural outcomes - enables staff to respond more effectively; action can then be taken to understand and prevent difficult behaviour, as well as using rewards and sanctions. Social and emotional skills enable children to make informed choices about their behaviour, enhance their self-awareness and self-understanding, allows them to develop empathy and manage their feelings more effectively and evolve a range of responses. Similarly, a consistent and positive response to behaviour has a major part to play in creating an environment where social and emotional skills can flourish. As a school we encourage pupils to learn social and emotional skills and take responsibility for their own behaviour. This is taught through PSHE sessions. Children requiring additional support can be referred to the Learning mentor via the SENCo.

Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and we have a policy of "**Zero Tolerance**". All staff are aware of the signs of bullying and ensure that the appropriate member of staff is informed of any concerns or incidents. Additional information regarding bullying can be found in the 'Anti bullying policy' (reviewed spring 2016) and E-safety policy.



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Physical Intervention

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise (see reasonable force policy). Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in a incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.



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Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Within the school, we do not use any walk-through or hand-held metal detector to screen pupils or adults.

Rights and Responsibilities

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governing Body will support the head teacher in adhering to these guidelines.

Staff and parents/guardians serve as role models to our children, and this is the most powerful teaching tool of all. This policy is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. Pupils, parents/guardians, staff, volunteers and governors all take collective responsibility for the promotion of positive behaviour in our school.

Communication

The communication of our behavioural expectations will be strongly communicated by a highly visible core values approach. All staff and Governors will receive a copy of the policy. A summarised policy booklet will be sent home to parents/guardians. Parents/guardians will have agreed to the behaviour policy by signing the school's home/school contract. Pupils will negotiate class rules at the start of each new academic year that will be displayed on our for children to share with parents. PSHE sessions will be used to help ensure that they understand the overall standards of behaviour which are expected by the school and which they need to meet.

School Council

Our School Council has representatives from each year group. They are actively encouraged to raise any behaviour/bullying concerns with the school and help formulate strategies to solve issues that may arise. The School Council representatives are given time with their classmates to consult before and give feedback after meetings.

Consultation, Monitoring and Evaluation

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; analysis of formal data; number and nature of individual behaviour plans in place; behaviour walks; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.



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Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

Other Policies which relate:

Attendance, PSHE Policy, SEN Policy, Equal Opportunities Policy, Disability Discrimination Policy, Anti-bullying, complaints, Safeguarding Children, Equal opportunities, Online Safety, Medication, Teaching and Learning, SEND and Race Equality Policies as well as the Home-School Agreement.