

Aims and Expectations

It is the aim of our school that every member of the school community feels valued and respected within a caring community where relationships are built on mutual trust and respect for all. Our school's Whole School Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote the overall well-being of everyone involved in school and in an environment where everyone feels happy, safe and secure. We expect our children to respect themselves, as well as each other, enabling everyone to have a voice and feel that they are a valued member of our community, thus developing life-skills and helping to promote life-long learning and become better citizens.

The Whole School Behaviour Policy confirms our commitment to:

- ensuring every child can develop and achieve his/her full potential by providing engaging learning experiences that promote emotionally, physically and mentally healthy lifestyles;
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high quality teaching through a broad and balanced curriculum that is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- support all staff to manage behaviour problems effectively and understand how inappropriate behaviour can inhibit effective learning for all children;
- help young people to understand how behaviour affects others and the world around them
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to be thoughtful, make informed choices and become caring members of society;
- Encourage each child to value themselves and others by respecting rights and accepting difference;
- Ensure every member of staff is able to maintain, develop and consistently apply high standards in and outside school.

School Ethos and Christian Values

At Levens CE School our Christian Values are very important to us. Chosen by everyone in our school community, they underpin our ethos and lead us on the right path in our daily lives; in and out of school. We aim to explicitly teach all learners about these values through all areas of the curriculum and in collective worship and assemblies. We also expect all members of our school community to demonstrate and model these Christian Values through their daily interactions with one another. The promotion and celebration of these is fundamental to positive behaviour in school and enables us all to learn, grow and care for one another.

Thankfulness	Respect
Kindness	Compassion
Forgiveness	Love
Endurance	Peace

At Levens CE School we will:

- Make clear our expectations of good behaviour, through our website and published documents, assemblies and collective worship, class/school council meetings, in lessons and through our school environment;
- Offer reward systems through school; including The Golden Book, certificates, stickers and reward charts as ways of rewarding achievements;
- Treat every member of the community as individuals and respect their rights, values and beliefs
- Create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- Provide positive examples for modelling behaviour;
- Promote good relationships and work closely with parents, visitors, supply teacher, volunteers and external agencies to ensure we are consistent and effective in promoting an ethos built on mutual respect and support;
- Intervene early to challenge undesirable behaviour;
- Follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

Behaviour Expectations

To help everyone at school enjoy happy, safe and positive experiences every day; we have clear expectations at all times of the school day:

- We treat everyone kindly
- We listen carefully and speak politely
- We follow instructions sensibly
- We move safely
- We look after property
- We always try our best
- We are led by our Christian Values

Our expectations and Christian Values are communicated with everyone in school to enable a consistent approach to behaviour management throughout the school, praising and celebrating model behaviour whilst enforcing appropriate consequences for unacceptable behaviour.

Celebrating Appropriate Behaviour

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. Good patterns of behaviour are encouraged on a daily basis by:

- Positive non-verbal praise in class, in the playground and around school e.g. smiles, thumbs up;
- Positive verbal praise and comments;
- Positive comments on children's work;
- Class/Team Points in each classroom;
- Sharing and celebrating success during lessons and in circle time;
- Sharing and celebrating success in assemblies and through the Golden Book;
- Certificates awarded to individuals for a range of reasons including attendance, sporting achievements, success out of school;
- Awards for our year six pupils in specific disciplines at the Leavers' Service.

Procedures for dealing with inappropriate behaviour

Although this school aims to focus on positives at all times, there are unfortunately occasions when the behaviour of groups or individuals is inappropriate.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

We follow a Traffic Light stepped system in school

Green Traffic light	Amber Traffic light	Red Traffic light
Waiting our turn to speak	Shouting out in class	Repeated interruptions during class activities.
Allowing others to work in your group	Initial distracting of others	Continued disruption of others
Following our Class Expectations	Not following our class expectations	Refusal to follow class expectations
Treat others with value and respect	Name Calling	Bullying*, physical or verbal abuse and fighting.
Focus on learning	Avoiding work and wasting time	Refusal to work
Being willing to improve our work with the help of others	Unwillingness despite staff encouragement	Refusal to correct work, defacing or ripping up work
Respect all property, put things away, returning property as we found it.	Disrespecting school property- doodling on books, not tidying up, walking on clothes	Disrespecting or damage to property belonging to school and others.
Speaking positively and showing good manners at all times	Disrespectful behaviour, cheeky responses and answering back.	Disrespectful behaviour- Answering back, rolling eyes, turning back, shrugging shoulders. Using inappropriate or offensive language to others.
Being in the right place at the right time	Being late into class	Not being in class or assembly when should be Being inside school during breaktimes without permission
Using positive and appropriate language	Muttering under breath	Answering back or arguing with a member of staff. Swearing
Willingness to discuss situations with others.	Unwilling to talk to adult about the situation	Refusal to discuss a situation.
<p><u>Examples of Rewards and Praise</u></p> <p>Verbal praise from class teacher or other member of staff Teacher rewards and class/team points Name in Golden book</p>	<p><u>Example of Sanctions</u></p> <p>A child will receive a warning in the first instance. If they continue they may be asked to work in a different part of the classroom, move to another classroom for a brief period, require some time-out, miss part of their playtime/lunchtime to complete tasks.</p>	<p><u>Examples of Sanctions</u></p> <p>Immediate loss of playtime / lunchtime. Conversation with Headteacher and parents. Name in behaviour log. Required to write a letter of apology or complete reflective writing/drawing exercise. Restorative Justice process. Behaviour monitored and possible Individual Behaviour Plan (IBP)</p>

Restorative Justice and Reflection

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will facilitate a conversation that enables everyone involved to explain the incident and how it made them feel. They will also discuss the consequences of their actions, what they could do differently to avoid it happening again and what they have learnt from the experience.

The discussions enable both sides to have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions; it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again. Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

The mediator may be the headteacher or any other member of the teaching staff and it is their job to keep everyone calm and civil; helping those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are encouraged to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

Sanctions in School

There is a clearly defined process for issuing sanctions in this school. Where possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which range from:

- Non-verbal reprimand e.g. a look;
- Verbal reprimand;
- 'time out' in or out of the classroom to reflect on behaviour and regain composure;
- Missing break-times/part of lunchtimes and entry into Behaviour Log;
- Write a letter of apology and/or reflective writing/drawing exercise;
- A conversation with the classteacher;
- A conversation with the headteacher about their behaviour;
- Class teacher or headteacher to initiate a discussion with parents either on the telephone or in person as soon as possible;
- Removal from their seat or from classroom to work in a different environment;
- Individual Behaviour Plan to agree behaviour targets to support child and monitor behaviour;
- Removal of privileges e.g. attending extra-curricular clubs or sporting events;
- Referral for external support e.g. Education Psychologist or Behaviour Support Team and Early Help Assessment;
- Managed Move to another school;
- Fixed term or Permanent Exclusion (please refer to appendix one re: Exclusion Guidance).

School Behaviour Log

Where the pupil has behaved inappropriately, the incident is reported in the School Behaviour Log which is kept in the Headteacher's office. Serious incidences which may have caused injury to another pupil or damaged to school property are recorded on a Behaviour Incident Form kept in the same file. These behaviour reports enable school to monitor behaviour, provide support for pupils and a positive dialogue between school and parents.

Home School Agreements

We ask parents to sign, a Home-School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Intimidating, aggressive or violent behaviour or fighting

Any fighting is dealt with immediately and will result in communication with parents and possible exclusions for repeated incidents. Play-fighting is not accepted as this invariably leads to a real fight. We have a consistent approach to this and play-fighting is stopped immediately.

Items Banned from school Premises

- Mobile phones, personal ipads or ipods
- Wearing of jewellery, other than stud-earrings
- Blade boots or rollers etc
- Fire lighting equipment
- Cigarettes
- Drugs/solvents
- Chewing gum
- Caffeinated energy drinks
- Offensive materials of any kind
- Aerosols
- Liquid correction fluid
- Weapons or dangerous implements
- Any article that could be used to commit an offence or cause personal injury or damage to property.

Searching

School staff may search children for any item if the child agrees.

The headteacher and staff (if authorised by the headteacher) have the statutory right to search pupils or their possessions, without consent, if they have reasonable grounds to suspect them of being in possession of a prohibited item. Should a search of a child be necessary, there will be another member of staff present, unless there is a risk that serious harm will be caused if the search is not carried out immediately.

Using Reasonable Force

Members of staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

The headteacher and authorised staff may also use such force as is reasonable, given the circumstances, if conducting a search without consent for items that have or could be used to commit an offence or cause harm. (See Positive Handling, Support and Physical Intervention Policy).

Outside School

Our school has a good reputation in our community and children agree to represent school in a positive manner. The guidance within our Home School Agreement applies both inside and outside school, particularly when dressed in our school uniform. Complaints from members of the public about behaviour are taken seriously and will be fully investigated.

In the event of inappropriate behaviour taking place beyond the school gates that is witnessed by a member of staff or reported to school by a member of the community which could

- Have repercussions for the orderly running of school;
- Pose a threat to another pupil or member of the public;
- Adversely affect the reputation of the school staff;
- The headteacher will contact the parent; any appropriate agency; and apply the necessary sanctions.

Behaviour of Parents/Carers and Other Visitors to the School

Levens CE School encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

Unacceptable behaviour may lead to further action which may mean they are banned from the school premises and the police informed.

This policy will be agreed by the governing body on 22.9.16 It is due for review every 3 years by December 2019

Signed:.....

Governor Policy on Fixed Exclusions

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

Where serious disruption continues and after all other steps have failed a child may need to be excluded for a fixed period of 1 -3 days.

For using foul language at a member of staff, exclusion for the rest of the day, plus one full day.
For hitting a member of staff, fixed period of 2-5 days, or possibly a permanent exclusion may follow.

Damage to property which is deliberate and malicious 2-5 days and possible reimbursement for repairs

For bullying, verbal bullying and cyber-bullying, 1-5 days.

Permanent Exclusion

A decision to exclude a pupil permanently will be taken only:

- a) In response to serious breaches of the school's Whole School Behaviour Policy; and
- b) If allowing the pupil to remain in school could seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There may, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Our school takes pride in the good behaviour of our children and will not accept behaviour which affects the education or welfare of others.

The Governors of Levens CE School