



# Goodrich Church of England Primary School

**Behaviour Policy**  
**Date: March 2018**

**Headteacher: Mrs. Karen Miles**

**Chair of Governors: Mr. Neil Crofts**

**Reviewed: March 2019**  
**Policy Review date: March 2020**

# GOODRICH CE PRIMARY SCHOOL

## Behaviour Policy

**Please also refer to Safeguarding, E safety, Equality/ Equity, Anti Bullying & Positive (Physical) Handling Policies**

### **1 Aims and expectations**

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is 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.
- 1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting 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.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** 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.
- 1.6** 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.

### **2 Positive and Negative Consequences**

- 2.1** We praise and reward children for good behaviour in a variety of ways:
  - Staff congratulate children often referring to the TIP TOP Toolkit;
  - Staff give children house points;
  - Staff can nominate anyone in school (adults and children) to be Class Superstars or the Citizen of the Week.
  - Each class has its own reward system for individual work in the class.
  - Class attendance and punctuality is awarded in Celebration Worship.
- 2.2** 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.

This information is detailed in our Behaviour Booklet which is attached.
- 2.3** The school may also employ other sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. If a child threatens, hurts or bullies another pupil, the staff member informs relevant staff and records incidents in the appropriate log in the staffroom.
- 2.4** Behaviour that causes risk to themselves, other children or adults will follow the Positive (Physical) Handling Policy. Incidents are recorded in the Serious Incident Log. The class teacher or TA will contact the HT or member of SMT.
- 2.5** Goodrich CE Primary School acknowledges legal responsibility to make reasonable adjustments for disabled and SEN children.

### **3 The role of the class teacher**

- 3.1** 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.
- 3.2** The class teachers in our 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.
- 3.3** The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 3.5** 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 or HT may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 The role of the headteacher**

- 4.1** It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **5 The role of parents**

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** Parents receive a copy of the 'Behaviour booklet' in their Welcome Pack and its profile is raised, at least annually via the School Newsletter. The booklet and policy are available on the school's website or from the office on request. We expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions, 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 and then head teacher. If the concern remains, they should request a copy of the school's Complaints Policy and follow the appropriate steps.

## **6 The role of governors**

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

- 7.1** Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year or permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion and the time and date for the pupil's return.
- 7.3** The headteacher informs the LA and the governing body about any permanent exclusion, any fixed-term exclusions.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion which would bring the pupil's total number of school days of exclusion to more than fifteen in a term and permanent exclusions. For a fixed term exclusion that does not bring the pupil's total to more than fifteen in a school term the governing body must consider any representations made by the parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
- 7.6** When the discipline panel meets to review exclusions, they consider the circumstances in which the pupil was excluded, hear any representation made by parents and the LA, before making their decision whether to uphold.
- 7.7** If the governors' discipline panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **Further information may be found at**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf) 'Statutory Guidance for those with Legal Responsibilities in Relation to Exclusion' September 2017

## **8 Monitoring**

- 8.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. All exclusions are recorded as part of the termly Headteacher's report to Governors.
- 8.3** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9 Review**

- 9.1** The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Goodrich V.C.  
Church of England  
Primary School**



**Behaviour Booklet**

*"Pupils are polite and behave well around school."*

*(Ofsted, 2014)*

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment where everyone feels happy, safe and secure.

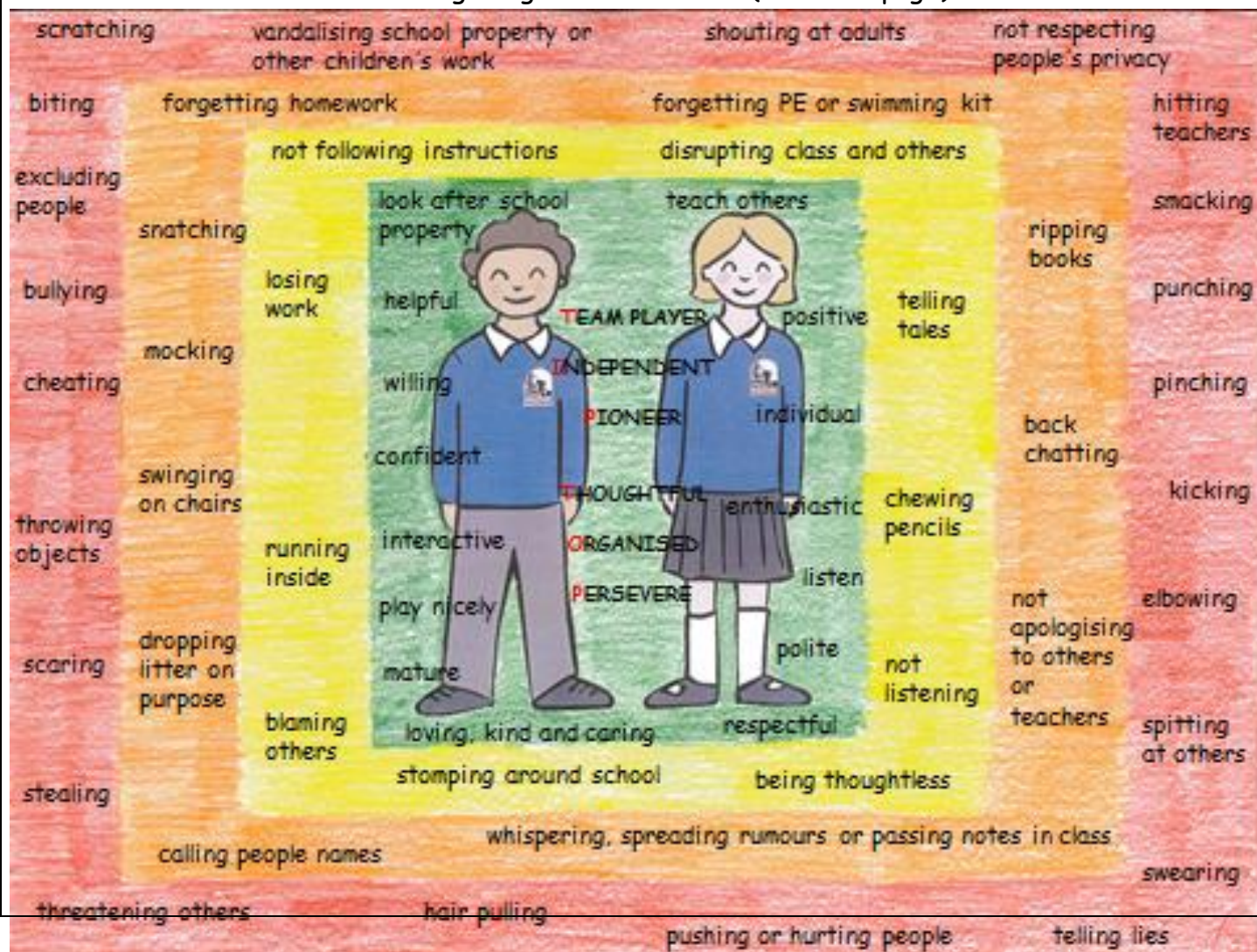
The school has a number of school rules, but the primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others.

Our behaviour 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 behaviour poster, shown below, has been created by the adults and children at school.

The poster is on display around school and is referred to by all members of staff. The green centre shows what we expect from a pupil at Goodrich Primary School and then moving outwards we have the behaviours that we wish to discourage. Adults and children have also created a series of steps to follow, which goes along with this poster, in order to discourage negative behaviour. (see next page)



## GREEN

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. We aim to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children often referring to the TIP TOP Toolkit;
  - Staff give children house points;
- Staff can nominate anyone in school (adults and children) to be Class Superstars or the Citizen of the Week.
- Each class has its own reward system for individual work in the class.
- Class attendance and punctuality is awarded in Celebration Worships.

## YELLOW

Stop and Think

## ORANGE

Repeating yellow and orange behaviours will result in missing a playtime and red sanctions can be applied.

## RED

Miss a playtime

Speak to parents

Child to write a report of the incident

See HT/DHT

2<sup>nd</sup> red card in a term will result in going on report

Report card to go home at the end of the week

Child will come off report when they have had good all week

If a child is put on report they will lose their place on The School Council and will lose any in class responsibilities for an agreed time.



## Other Sanctions

The school may also employ other sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

If a child threatens, hurts or bullies another pupil, the staff member informs relevant staff and records incidents in the appropriate log in the staffroom.

Behaviour that causes risk to themselves, other children or adults will follow the Positive (Physical) Handling Policy. Incidents are recorded in the Serious Incident Log. The class teacher or TA will contact the HT or member of SMT.

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## Learning Behaviour

At Goodrich Primary School, we want to children to understand that they are responsible for their own learning. We have identified certain basic skills that will help children to access, advance and secure their learning in all areas.

We refer to these skills as our 'TIP TOP Toolkit'.

We expect all children at Goodrich Primary School to use the 'TIP TOP Toolkit' to become 'TIP TOP' learners.

**T**eam player - I work well with others

**I**ndependent - I use my own ideas

**P**ioneer - I enjoy a challenge

**T**houghtful - I reflect

**O**rganised - I am prepared for anything

**P**ersevere - I never give up