

<b>Behaviour Policy</b>
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<b>Date:</b>	Autumn 2015	<b>Review Date:</b>	Autumn 2016
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**Charlton Mackrell Church of England Primary School Ethos statement:**

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

On the basis that we are a church school, we accept that each child is an individual created by God and seek to provide each child with an environment of security, acceptance and reassurance, so that each one may develop their potential. We seek to create a happy atmosphere where Christian values are upheld.'

**Charlton Mackrell Church of England Primary School vision:**

- We seek to create a happy, loving atmosphere where everyone is expected to love their neighbour as Jesus loves us.
- Our goal is to develop the physical, emotional, moral and spiritual well-being of each child in surroundings where Christian values prevail
- We promote British values
- We are committed to raising standards of teaching and learning
- We aim to develop a strong sense of family, trust and friendship, whilst encouraging respect and responsibility for self, others and the environment.
- We strive to provide interesting and exciting opportunities which inspire all to achieve their full potential
- Our intent is to stimulate a fun-loving, imaginative, adventurous attitude, with the ability to gain wisdom from failures and to celebrate successes

**Safeguarding Statement**

At Charlton Mackrell Church of England Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Charlton Mackrell Church of England Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, homophobic, sexual and emotional abuse, neglect and bullying.

**Aims of this policy**

We believe that we promote good behaviour by creating a happy caring school environment where pupils, parents and school personnel feel valued and respected and where forgiveness and a fresh start are encouraged.

- To enable everyone in the school community to feel valued and respected.

- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote positive behaviour for learning

**Procedure**

<b>Role of the Governing Body</b>	<ul style="list-style-type: none"> <li>• The GB has:             <ul style="list-style-type: none"> <li>▪ nominated a link governor to visit the school regularly, to liaise with the headteacher and to report back to the GB;</li> <li>▪ responsibility for the effective implementation, monitoring and evaluation of this policy</li> </ul> </li> </ul>								
<b>Role of the Headteacher</b>	<p>The Headteacher will:</p> <ul style="list-style-type: none"> <li>• monitor and evaluate this policy</li> <li>• work with all school personnel to create and maintain a working environment that is happy, caring and stimulating and where pupils can realise their full potential;</li> <li>• use Christian values as a basis for all relationships</li> <li>• promote positive behaviour for learning for all pupils;</li> <li>• encourage forgiveness and a fresh start</li> <li>• work with all school personnel to promote good standards of behaviour throughout the school;</li> <li>• provide guidance and support to all staff;</li> <li>• keep up-to-date with new developments and resources; organise courses for all school personnel on behaviour management and use of reasonable force;</li> <li>• review and monitor; annually report to the GB on the success of this policy</li> <li>• The headteacher will ensure that staff accused of misconduct will be provided with pastoral care, if requested.</li> <li>• The headteacher has the power to discipline pupils who misbehave outside school hours and away from school, eg on residential and educational visits and in other public places, eg the theatre</li> </ul>								
<b>Role of Teachers</b>	<p>Teachers will also use Christian values as a basis for all relationships and encourage forgiveness and a fresh start.</p> <ul style="list-style-type: none"> <li>• promote good learning behaviour by maintaining positive attitudes, by modelling expected behaviour and upholding Christian values and the golden rules, which are –</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Do be gentle</td> <td style="width: 50%;">Do not hurt anybody</td> </tr> <tr> <td>Do be kind and helpful</td> <td>Do not hurt people's feelings</td> </tr> <tr> <td>Do work hard</td> <td>Do not waste your or other people's time</td> </tr> <tr> <td>Do look after property</td> <td>Do not waste or damage things</td> </tr> </table>	Do be gentle	Do not hurt anybody	Do be kind and helpful	Do not hurt people's feelings	Do work hard	Do not waste your or other people's time	Do look after property	Do not waste or damage things
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	<p style="text-align: center;">Do listen to people Do be honest</p> <p style="text-align: center;">Do not interrupt Do not cover up the truth</p> <ul style="list-style-type: none"> <li>• establish quality relationships with the children</li> <li>• create a welcoming class environment</li> <li>• organise their classroom to develop independence and personal initiative</li> <li>• promote high expectations for all school activities</li> <li>• use a variety of teaching approaches that will help to encourage positive learning behaviour patterns</li> <li>• plan interesting lessons that are well organised with clear objectives and with the work differentiated to cater for all abilities</li> <li>• be consistent and apply a positive approach towards discipline at all times</li> <li>• promote and celebrate pupil effort and achievement</li> <li>• be willing to be trained to deal with challenging behaviour and the techniques of using reasonable force</li> </ul>
<b>Role of Pupils</b>	<ul style="list-style-type: none"> <li>• Pupils must:</li> <li>• be aware of, and comply with, the school's golden rules and sanctions</li> <li>• listen carefully and participate in all lessons to the best of their ability</li> </ul>
<b>Role of Parent</b>	<ul style="list-style-type: none"> <li>• Parents must:</li> <li>• work closely with the school to ensure that their children help maintain a safe and secure school environment;</li> <li>• promote the positive ethos of the school with their children;</li> <li>• sign the home school agreement</li> </ul>
<b>Rewards and Sanctions</b>	<ul style="list-style-type: none"> <li>• Teachers praise children, make positive comments and use rewards as appropriate</li> <li>• Good behaviour is celebrated at the weekly Celebration Praise</li> <li>• The golden rules are regularly discussed and all pupils are expected to adhere to them. These rules are reviewed periodically, or when the need arises</li> </ul>
<b>Pupil Support</b>	<ul style="list-style-type: none"> <li>• A number of systems are in place which promote good behaviour</li> <li>• Forgiveness is key to Restorative Justice may be used as a tool to help pupils resolve their conflicts</li> </ul>
<b>SEN Pupils</b>	<ul style="list-style-type: none"> <li>• Individual children's needs will be taken into account when applying the behaviour policy and use of strategies.</li> </ul>
<b>Incidents</b>	<ul style="list-style-type: none"> <li>• All incidents of bad behaviour are thoroughly investigated by staff. The headteacher keeps records of all reported serious incidents of misbehaviour, and should be informed before parents are contacted</li> <li>• The headteacher has the power to exclude a child from school</li> </ul>
<b>Use of reasonable</b>	<ul style="list-style-type: none"> <li>• All members of school staff have a legal power to use reasonable force. This applies to any member of staff at the school. It can also</li> </ul>

<b>force</b>	<p>apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.</p> <p>(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.</p> <p>(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.</p> <p>(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.</p> <ul style="list-style-type: none"> <li>• Reasonable force can be used to: <ul style="list-style-type: none"> <li>remove disruptive children from the classroom where they have refused to follow an instruction to do so;</li> <li>prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;</li> <li>prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;</li> <li>prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.</li> </ul> </li> <li>• Staff behaviour management training will include the use of reasonable force, eg Team Teaching.</li> <li>• See document ‘Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies’</li> </ul>
<b>Screening &amp; Search of Pupils</b>	<ul style="list-style-type: none"> <li>• School staff can search a pupil for items banned under the school rules, if the pupil agrees.</li> <li>• Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items.</li> <li>• The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search for which they consider harmful or detrimental to school discipline.</li> </ul>
<b>Outside Agencies</b>	<ul style="list-style-type: none"> <li>• Where appropriate, the school seeks advice and support from outside agencies, for example, the Learning Support team and the Education Psychology Service</li> </ul>
<b>Monitoring the Effectiveness of the Policy</b>	<ul style="list-style-type: none"> <li>• The effectiveness of this policy will be reviewed when the need arises, and the necessary recommendations for improvement will be made to the governors</li> </ul>
<b>Appendices</b>	<ul style="list-style-type: none"> <li>• Guidance for Headteachers, Staff &amp; Governing Bodies – Behaviour &amp; Discipline in Schools Use of Reasonable Force Screening, Searching &amp; Confiscation</li> </ul>

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<b>Headteacher:</b>	G Kempton	<b>Date:</b>	October 2015
<b>Chair of Governing Body:</b>	C Race	<b>Date:</b>	October 2015