**The Royal (Crown Aided) First School**

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**Behaviour for Learning Policy**

***“Inspired to learn”***

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| Date reviewed: | March 2014 |
| Date ratified: | 11.03.2014 |
| Date of next review: | March 2017 |
| To be reviewed by: | FGB Committee |

This policy will be reviewed at least every three years.

Legislation: Maintained schools - Education and Inspection Act 2006: Section 89. Academies, free schools and independent schools – Independent School Standards

Regulations (Schedule 1 part 3 paragraph 9).

### Date Reviewed – 03/2014

**Date Ratified – 03/2014**

**Next Review – 03/2016**

**Introduction**

The Royal School takes the behaviour of the all our staff, students and parents very seriously and below is the policy for behaviour within our school.

**Aims and Objectives**

It is our aim for our school to be a happy and peaceful community in which everyone is able to work effectively and play safely, developing skills and confidence to the full.

#### *Christian Values*

#### *“Family, Wisdom, Service, Respect, Love, Honesty”*

We want each child to;

* Learn an awareness of self and a sensitivity to, and consideration for, others.
* Develop confidence in his or her own worth and ability.
* Develop courteous behaviour and good manners.
* Develop self-discipline and a sense of responsibility for his or her own behaviour.
* Learn to take a pride in his or her own work and achievement.
* Develop Christian values and the confidence to make, and hold to, moral judgements.

**The Role of Teaching and Non-Teaching Staff**

It is the responsibility of every adult at The Royal School to ensure the welfare of all pupils and they will take responsibility for maintaining good behaviour, not only in their own classroom but, throughout the school. We will always reinforce good behaviour and never ignore poor behaviour. Staff will model the types of behaviour that the policy requires.

**The Role of the Pupil**

All pupils will be expected to understand and follow our shared ‘Golden Rules’. These rules are displayed around the school;

* We listen to people. We do not interrupt.
* We are honest. We do not cover up the truth.
* We are kind and helpful. We do not hurt other people’s feelings.
* We are gentle. We do not hurt anybody.
* We try to work hard. We do not waste time.
* We look after property. We do not waste or damage things.

**Reward Strategies**

We encourage and reward good behaviour through;

* Words of praise and encouragement.
* Awarding House Points.
* Individual reward – ‘Star of the Week’ certificate in assembly and leaf placed on ‘Tree of Achievement’ in Vinery Hall.
* Special jobs or privilege.
* Sent to another teacher for praise.
* Sent to the Head teacher for praise.
* Special mention to parents – postcard home.
* Class Reward – ‘Blue Star Time’ awarded at the end of each long term (Terms 2,4 and 6) if class has collected the required number of Blue Stars during the term.

Everyone in school – pupils, staff, parents and helpers should assist in the promotion of an orderly atmosphere, which fosters safety, and wellbeing of all members of the school community. In this climate good behaviour has optimal opportunity to flourish. Specific elements of this approach include;

* Wearing the correct uniform items and maintaining smartness in dress and appearance.
* Walking when inside the building, keeping to the left in corridors.
* Taking account of others when using doorways, holding doors open for people when possible.
* Entering and leaving assemblies and acts of worship in a calm and peaceful manner.
* Queuing up with others in a considerate manner when required as part of the daily routine.
* Greeting and addressing others politely.
* Assuming joint responsibility for keeping shared areas such as the library, corridors and toilets tidy.

**Response to Unacceptable Behaviour**

We will not accept behaviour such as the following;

* Any disruptive behaviour during a school activity.
* Unwillingness or refusal to follow instructions from staff.
* Insulting or threatening language, including racist or sexist comments.
* Swearing.
* Rudeness or inattention.
* Physical violence including kicking, hitting, biting or pinching.
* Mistreatment of property or resources including stealing.
* Inappropriate physical conduct of any kind such as spitting.
* Unjustified refusal to include another pupil in playtime activities or friendship groups.
* Any form of intimidation or bullying.

The nature of response to unacceptable behaviour will depend on individual circumstance. The range of response is given below. The severity of any unacceptable behaviour will determine which initial response is most suitable.

* Warning to pupil from member of staff with advice that particular behaviour should stop.
* Discussion of the behaviour with parties involved with the aim of increasing awareness about why it is wrong and preventing its recurrence.
* Writing a letter of apology, drawing a picture or another appropriate form of reparation.
* Classroom sanction - such as moving seating position or removal to another classroom.
* Playground sanction – such as being asked to accompany an adult around the playground for a fixed period of time.
* Withdrawal of free time from a pupil in order to emphasise the significance of a particular wrongdoing and the importance of maintaining good behaviour.
* Referral to the Head teacher.
* Parents informed either verbally or by letter.

Any incident of a racist nature must be recorded using the racist incident recording form including detail of the action taken.

The process in class that may lead to the temporary removal of a pupil from class to the supervision of the Head teacher as a result of continuing unacceptable behaviour is as follows;

* Verbal warning to pupil.
* Recorded warning to pupil with reference made as to what the pupil has done.
* Change of position in the class with another recorded warning.
* Further sanction at discretion of class teacher or temporary isolation to another class with recorded warning.
* Following **three** recorded warnings in any one day the pupil is removed to the Head teacher for the remainder of the session and if appropriate the following session.

If removal to the Head teacher occurs then contact should be made with the pupils’ parent or guardian to explain the problem that occurred and the actions taken. We should aim to enlist parental cooperation and support in improving the behaviour of the pupil and sustaining that improvement.

If inappropriate behaviour should continue following initial attempts at improvement then the use of a daily comment/star card or book should be introduced. This should be divided into sections for before break, after break and the afternoon session that is taken home to show parents. It is essential that this be kept up. Parent and teacher can reward an improvement, on an agreed basis between them; often the child can identify what they would like as a reward.

**The Role of the Parent**

We believe that parents have a vital role to play in promoting good behaviour in schools. Our relationship and parents will be of the utmost importance to us. We are also aware that we must avoid approaching parents only in a negative situation; parents will also receive positive and constructive comments about behaviour. It is our policy to consult parents quickly about behaviour problems.

**Exclusion**

Whilst it is hoped that every intervention over the behaviour of a pupil will lead to improvement, pupils who do not respond to school actions to improve their behaviour may be at risk of exclusion. Should this become necessary then the Head teacher will follow the LA guidance and a copy of this can be made available to parents on request.

**The use of force to restrain pupils (Section 550A of the Education Act 1996)**

In line with this section it may be necessary, in exceptional circumstances, for authorised staff to restrain or control a pupil by using reasonable force. Those having authorisation are: teachers, learning support assistants and lunchtime controllers. The situations will fall into three broad categories;

* Where action is necessary in self-defence or because there is an imminent risk of injury.
* Where there is a developing risk of injury, or significant damage to property.
* Where a pupil is behaving in a way that is compromising good order or discipline.

There is no legal definition of ‘reasonable force’. Any force should always be the minimum to achieve the desired result. Parents and the Head teacher will always be informed of the incident and the Head teacher in an incident book will record it. If the incident is more than trivial the member of staff concerned will write a report.

**Strategies**

Before intervening physically a teacher should intervene telling the pupil to stop. A calm and measured approach is necessary and an attempt made to de-escalate the situation. If restraint is used the adult should continue to talk – telling the pupil it will cease as soon as it is necessary. Sometimes it is more sensible for other children to be removed from the area of the child and assistance called for. Staff attended a “Team Teach” training session on the 26th October 2012.

Physical intervention can take several forms;

* Physically interposing between pupils.
* Blocking a pupil’s path.
* Holding, pushing (not hard), pulling.
* Leading a pupil by the hand or arm.
* Shepherding away with a hand in the centre of the back.
* Using more restrictive holds (in extreme circumstances).

Staff may not act in any way that may cause injury;

* Holding round neck or collar, or in any way that might restrict breathing.
* Slapping, punching or kicking a pupil.
* Tripping up a pupil.
* Twisting or forcing limbs against a joint.
* Holding by hair or ear.
* Holding face down on the ground.

Other strategies should always be tried before using force. The risk of increasing the disruption or actually provoking an attack needs to be carefully evaluated.

**Monitoring and Review**

The Head teacher, who will report to Governors about the effectiveness of the policy on request, monitors this policy on a day-to-day basis.