



CHURCH OF ENGLAND PRIMARY SCHOOL

AT MISERDEN

Behaviour Policy

*Welcoming and serving all
Through
Discovery, enjoyment and nurture*

Approved on 23rd November 2021
By the Finance and School Management committee

Signed _____
Chair of Governors

Introduction

Miserden C.E. Primary school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. As a community of faith, Miserden C.E. Primary School should, reflects the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.

In our school our Christian vision shapes all we do –

*Welcoming and serving all
Through
Discovery, enjoyment and nurture*

The school welcomes and serves all in its community. We work to mirror the body of Christ believing that everyone brings gifts and talents that enrich our life together. We treat one another with generosity, compassion, respect, forgiveness and friendship inspired by the parable of the Good Samaritan. We strive to ensure the children of our school receive the very best education possible believing that an excellent standard of Education is an expression of God's love for us.

Aims

At Miserden C E Primary School we are striving to create a happy, caring and secure environment for children and staff. This involves children and staff working together to develop a good, friendly, cooperative working relationship for the benefit of all.

We believe that education must be a partnership between the child, the home and the school, and we will endeavour to strengthen these links. Any child not attending school will be followed up by staff on the first day of absence. (see attendance Policy)

It is important that each child be stimulated by a wide and interesting curriculum. We aim to develop and encourage positive attitudes such as cooperation, consideration and tolerance within our school. These attitudes may be reinforced and developed during assemblies, class times and extracurricular activities.

We expect our pupils to show acceptable behaviour in school, when participating in extracurricular activities as well as when representing the school in the wider community.

This policy is in line with our Christian Values of **Justice, Respect and Friendship**

We have identified, as a staff that we must work towards the following aims:

1. Every child should have respect for him/herself and for other people.
2. Every child should have respect for property and the environment.
3. Children should learn truth, politeness and good manners.

4. Every child should develop the ability to listen and to respect the rights and feelings of those around him/her.
5. Children should try to be tolerant and considerate in their dealings with others.
6. Every child should develop the notion of self-discipline and become a responsible member of our school and community.

Framework of our code of conduct

1. New staff should be informed of the day-to-day rules of the school, as part of their induction.
2. Each class teacher is responsible for the pastoral needs of their class.
3. Pastoral discussions relating to particular children may take place informally, in staff meetings and pupil progress meetings.
4. Regular liaison meetings between the teaching and support staff should take place so that support staff are kept fully informed.

Drug- and alcohol-related incidents

It is the policy of Miserden School that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. The parent must sign an administration of medicines form.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Golden Footsteps

We have adopted the Golden Footsteps behaviour system.

All children start each day on a Green Footstep.

For specific good behaviour and/or work children can move to the Silver Footstep, then onto the Golden Footstep. Any child reaching the Golden footstep will be given a Sticker and wallet card celebrating their achievement from the headteacher. Achievement will also be celebrated in our Golden Book worships and newsletters.

Pupils may move down to amber and then to the red footstep for poor behaviour. At amber the pupil is given behaviour reminders and given time to reflect on and improve their behaviour. At red the pupil will discuss their behaviour with the Headteacher. Parents will be involved.

Awards and praise

We aim, as a staff, to be positive in our approach to the question of behaviour. Awards and praise play a large part in school life.

Awards and praise used by staff fall into the following categories:

- Housepoints (Pre-school have a reward chart)
- Moving up the Footsteps
- When on Gold a pupil will be awarded a sticker and card to recognise the achievement. Parents will be informed
- Achievement recorded in the Golden Footsteps Book.
- Immediate praise from the class teacher and/or other colleagues.
- Displays of good work inside and outside the classroom.

Sanctions

See behaviour chain (annex A)

Infringements of the rules may involve:

1. Further explanation to the child of the reasons for the rule.
2. Separating the child from the scene of disruption. Time out for Pre-school children
3. Apologies to individuals.
4. Loss of privileges.
5. Consultation with parents, which can take place at any of the above stages.
6. Exclusion

Where possible we always give children time to reflect and modify their behaviour.

Persistent offences of a serious nature may well lead to exclusion. This step includes the formal involvement of Governors

- The appropriate L.A. Education Officer will be informed.

- If deemed necessary other appropriate bodies will be involved according to the reason for exclusion

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs.

The School will use exclusion (fixed term or permanent) if a student has seriously broken school rules, internal exclusion has had limited impact or allowing them to stay in school would seriously harm their education or welfare, or the education and welfare of other students. Reference will be made to DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' – September 2017.

Only the Headteacher or Acting Headteacher can make the decision to exclude. In his or her absence only the Deputy Headteacher(s) can make this decision. Before deciding to exclude a student the Headteacher will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the student an opportunity to be heard; (this is particularly important if an exclusion could lead to a safeguarding concern)
- consult other relevant people if necessary.

Having considered these matters the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE. Before deciding to exclude the Headteacher will additionally consult the SENCO should the student have a Statement of Special Educational Needs. Before deciding to exclude the Headteacher will additionally consult the Designated Child Protection Officer should a student be on the Child Protection Register. Before deciding to exclude the Headteacher will additionally consult the Designated Teacher for Looked After Children should a child be in public care. The School will make appropriate educational arrangements for a student on their 6th day of Fixed Term Exclusion. For exclusion lasting 1 – 5 days Class teachers will ensure learning is provided.

During a fixed term exclusion parents must ensure their child is not found in a public place during school hours and to attend a reintegration interview with the School at the end of a fixed period exclusion.

The School will notify parents/carers of the decision to exclude by telephone on the day of exclusion. The reason for and length of exclusion will be outlined. This will be followed by a letter which also outlines how a parent/carer can complain or challenge the decision should they wish. A readmission meeting will occur before the student attends school again. A parent/carer must be in attendance. The readmission meeting must always be conducted by the Headteacher and class teacher. The purpose of the readmission meeting is for the student to reflect on the behaviour which led to exclusion and how they will ensure that it does not happen again. Staff at the readmission should set up strategies in order to aid the student make positive choices. A readmission meeting form, copies of which will then be required to be sent home.

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 procedures; and b) if allowing the pupil to remain in school would 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 consideration of 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.

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 (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Recording of incidents

Serious incidents are reported to and logged by the Headteacher.

Bullying

Bullying may be defined as the abuse of power by an individual or group in relation to another individual or group. It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously, even if it has occurred on only one occasion. It can be:

- Physical aggression, actual or threatened.
- The use of putdown comments or insults,
- Name calling.
- Damage to the person's property or work.
- Deliberate exclusion from activities
- The setting up of humiliating experiences.
- Peer to peer bullying
- Peer to peer sexual harassment and/or violence

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate

	touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Central to the definition of bullying are the intent and motivation of the perpetrator, which will primarily be to exert power over another in order to cause distress.

Bullying is not a phenomenon that occurs solely between children. The above definition can also be seen to characterise some adult-adult, adult-children and child-adult relationships.

In more serious instances the abuse of power by an adult over a child, or by a child over a child, may be viewed as child abuse and bullying should be seen within this context. In these circumstances child-protection procedures will be appropriate.

The staff at Miserden C.E. Primary School are firmly committed to ensuring that any acts of bullying are dealt with firmly and immediately.

Allegations of bullying are taken seriously and investigated by the headteacher following the behaviour policy. Victims of bullying will be supported. No one deserves to be bullied.

Through the curriculum, activities are planned to develop positive relationships and to discuss issues associated with bullying.

All bullying incidents will be logged by the Headteacher.

Sanctions will be applied to incidents of bullying as to other incidents, with exclusion as the ultimate sanction.

Monitoring and evaluation

The policy will be regularly monitored and evaluated as part of the School Development Planning processes.

Links to other policies

This policy should be read in conjunction with:-

Bullying and hate policy

Attendance Policy

Child protection Policy

SEND policy

E-Safety policy

Annex A

Escalation of behaviour protocols

Child does not follow school rules and/or charter



Talked to by the class teacher and moved down the footsteps by one colour



If child goes onto red footstep they go to see Head teacher.
Head teacher contacts parents by phone or e-mail.
If necessary parents are asked to come straight into school to discuss the incident.



If extreme behaviour persists child will be excluded.
The length of exclusion will be in line with the behaviour shown and determined by the Headteacher.

Pupils who destroy property, verbally or physically assault another pupil or teacher will:-

- move straight to the red footstep
- Parents will be called in immediately to discuss the behaviour with the head teacher and the pupil.
- The pupil may be excluded