



'Celebrating Learning Together'

Shebbear Community School

BEHAVIOUR POLICY

Policy adopted on: 12th July 2019

Reviewed: 28th April 2021

Interim review in September 2021

Reviewed: 20th May 2024

Date of Next Review: Spring 2026

**This policy was adopted by the Governing Body of
Shebbear Community School on Monday 20th May 2024
Signed: Chair of Governing Body, Andrew Goode**

To be read in conjunction with the school Anti bullying and Safeguarding policies.

Rationale:

- Our school is a caring community based on respect, trust and friendship. We work hard to create a happy and safe environment.
- Good behaviour is a key feature of our school life about which we strive to ensure that there is a clear, shared understanding between Head Teacher, staff, parents, governors and children.
- The curricular objectives of the school cannot succeed if they are to be impeded by poor behaviour. Therefore this policy is seen as being an interwoven element through all aspects of school life.
- We believe that shared, consistent whole school values are likely to have a positive effect on individual pupil behaviour.
- A consensus about behaviour management will generate a high morale and a sense of purpose amongst staff and pupils. A well-established policy will also be supportive to new members of staff and pupils.
- Poor behaviour is an important stress factor for both other children and staff.
- Self-discipline is our ultimate goal and therefore we provide structures to reward good behaviour and change the behaviour of children who, for whatever reason, find this difficult.
- The staff of Shebbear Community School are required to follow this policy, which encourages a positive approach to behaviour management wherever possible.

Aims:

- To develop in pupils self-discipline and an acceptance of responsibility for their own actions
- To ensure the safety and well-being of children and staff
- To provide a framework in which optimum learning can take place
- To encourage positive home-school relationships
- To encourage good behaviour on the part of the pupils and positive social interaction in the school community

Positive Reinforcement and Rewards:

The whole staff has a responsibility for the maintenance of the ethos of the school. We aim to adopt a positive approach to behaviour management by:

- Focusing on what is going well
- Giving specific praise where appropriate
- Drawing attention to good behaviour
- Giving clear and regular reminders of what is expected
- Setting a good example ourselves
- Making it clear that it is the unacceptable behaviour that we do not want, not the child.

To this end, we have agreed the following system of positive reinforcement and rewards:

Throughout the school appropriate, specific verbal praise is the most widely used reward. In addition, the class rewards have been agreed through discussion including, but not restricted to,

house points, additional rewards such as Golden Time, sent to the HT for praise, award of a citizenship certificate and stickers.

Rules:

There are a limited number of specific expectations stated in positive terms, determined by consultation between staff and children and provide a focus for discipline in the school.

Each year, each class devises its own rules or contracts around the basic premise that we will treat each other with kindness and consideration. These rules/contracts are displayed in the classroom.

Issues related to behaviour are discussed in our **RSE** sessions and assemblies.

These rules reflect the fact that Shebbear is a community not just a building.

The ethos of 'Every lesson, every day' is a set of expectations for all members of the school community and sets a framework for positive behaviour. These expectations are central to encouraging good behaviour for learning amongst all of our pupils.

Every lesson, every day:

Take pride in everything you do

Always produce your neatest work

Have a positive attitude to your learning

Listen carefully in lessons

Aim to learn something new every day

Be determined and resilient

Have high expectations of yourself

Learn to love reading

Always be kind and thoughtful towards others

Improve your skills through lots of practise

Sanctions:

No matter what systems are in use, it is acknowledged that some children will find it difficult at times to cope with everyday school life. In these cases, the sanctions that we have agreed are based on the principles that:

- *It is the bad behaviour that we wish to eliminate not the child*

- *We wish to replace the bad behaviour with good, which can be acknowledged and rewarded*
- *Sanctions must take account of context*
- *They should, where possible, be immediate*
- *They will increase in seriousness*

All incidents of unacceptable behaviour will be met with a warning and an explanation of what the consequences of the action will be if repeated.

We aim to catch children before they misbehave. If we are unsuccessful, then we have agreed the following:

In Class:

- *One or two warnings, depending upon the severity of the behaviour.*
- *Remove child from chosen activity or place for a short while.*
- *Keep child in at playtime for a specified time.*
- *Lose some privilege.(E.g. lose some 'golden time' or spend time on 'Playground Detention'*
- *Send child to Head Teacher.*
- *Teacher to speak to parents.*
- *Head Teacher to speak to parents.*
- *Head Teacher to work with parents to draw up a behaviour contract.*

In the dining hall:

- *One or two warnings, depending upon the severity of the behaviour.*
- *Sending to the end of queue.*
- *Waiting until last to get lunch.*
- *Wait until last to leave dining room.*
- *Keep in at lunchbreak or put onto 'Playground Detention'.*
- *Send to Head Teacher.*

In the playground:

- *One or two warnings, depending upon the severity of the behaviour.*
- *Put onto 'Playground Detention'.*
- *Send to Head Teacher.*

Responsibilities:

At Shebbear Community School we aim to help the children to become positive, responsible and increasingly independent members of the community. We teach them to take responsibility for their own decisions and actions.

All teaching and non-teaching staff take responsibility for monitoring behaviour in the school. In addition, responsibility can be explained as follows:

Class teachers are responsible for promoting desirable behaviour and dealing with undesirable behaviour in class and elsewhere. They are responsible for dealing with minor and moderate offences in their classroom and when on duty. Class teachers are primarily responsible for recording incidents of poor behaviour using the school's behavior record log. They will also support the Head Teacher in dealing with children who persistently offend and those who have committed serious offences.

The Head Teacher will be responsible for promoting desirable behaviour and dealing with undesirable behaviour throughout the school.

Pastoral support and Referral:

There will on occasions be children who find great difficulty in coping with every day school life and for whom the agreed reward and sanction systems prove ineffective. In the first instance a Pastoral Support Plan (PSP) should be put in place following consultation with the school SENCO and the pupil's parents/carers. This would make expectations on behaviour clear and include incentives for good behaviour and clear sanctions for negative behaviour.

In some cases, after further consultation with the parents/carers and the SENCO, referral will be made to an outside agency, usually the Educational Psychologist.

It may be necessary, when appropriate, to use exclusion as a sanction. This can include an internal exclusions in addition to fixed term and permanent exclusions.

Fixed Term and Permanent Exclusions:

Only the Head Teacher has the power to exclude pupils from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make such an appeal.

The Head Teacher informs Devon CC and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a Second Committee which would meet to consider any exclusion appeals. When an Appeals Panel meets to consider an exclusion they take into account the circumstances in which the pupil was excluded, consider any representation by parents and Devon CC, and deliberate as to whether a pupil should be reinstated. If the Appeals Panel decides that a pupil should be reinstated the Head Teacher must comply with this ruling.

Role of Governors:

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 Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Monitoring and Review:

This policy is monitored on a day-to-day basis by the Head Teacher who reports to the governing body about the effectiveness of the policy on request. The Head Teacher is responsible for keeping a record of serious offences and exclusions.