**BATHFORD CHURCH SCHOOL 2019-20**

 **Behaviour Policy**

Rationale:

Staff recognise that for effective learning to take place there must be firm, clearly defined guidelines within which children and staff will work. We believe that a positive discipline approach is the best way for everyone at Bathford Church School to feel safe, secure and respected and thus achieve their intellectual, emotional and social potential as a productive member of the school. We come together in school to function as a civilised group with individuals respecting each other’s rights and belongings. Our desired outcome is that each child might live by the phrase “*treat others as you would want to be treated*.”

Aims:

1. To create a safe and secure environment for all members.

2. To create a positive model for appropriate behaviour.

3. To enable children to understand the differences between appropriate and inappropriate behaviour and to appreciate that the choice is theirs.

4. To give children opportunities to choose between appropriate and inappropriate forms of behaviour.

5. To enable children to realise that they are responsible for their own actions and must face the consequences if they choose to behave inappropriately.

6. To avoid the loss of valuable teaching time.

## Desired Outcomes:

1. An environment which is safe and secure.

2. Children who respond to positive role models.

3. Children who appreciate the benefits and rewards of good behaviour.

4. Children who are aware of the difference between appropriate and inappropriate courses of action in a variety of situations.

5. Children who are able to accept that their own inappropriate behaviour may impact upon others, to the detriment of all.

6. Children who are developing their awareness that inappropriate actions will result in being disciplined.

7. Teachers who are able to teach and children who are able to learn without disruption.

# Procedures:

1. The whole school Code of Conduct is based around our school vision ‘Grow, Care, Serve, Share’ and is discussed and agreed at the beginning of the school year:

2. The Code of Conduct is to be reviewed through Collective Worship to remind children of the salient points and to ascertain if anyone, adults or children, wishes to amend or change the code. The Code of Conduct is also regularly visited in classes to accentuate the positive aspects. The children must realise that they have ownership of the Code and it is there to help and aid them.

3. Positive behaviour will be acknowledged and commended through verbal comments and use of the Class Dojo system.

4. Dojo points may also be taken away from children for infringement of the school’s Code of Conduct.

5. Teachers must allow each child to start each session afresh.

6. The majority will be given priority– attention and praise for the positive will be accentuated.

**Parental influence is recognised as the most important factor in behaviour management.** Teaching staff should ensure early and sustained dialogue with parents/carers, which will better enable school and parents together to successfully guide and bring about behaviour modification for a child. We ask all parents/carers to support their child to follow our code. We ask for parent/carer support in encouraging their child to report to an adult, rather than ever advising them to retaliate. It is very helpful if children can tell teachers quickly about a problem.

**Parents should refer to our Anti-bullying Policy and Charter for more information if they feel their child is being bullied or victimised.**

If a child is struggling to maintain appropriate behaviour at school, the class teacher and SENCo may, in consultation with the Headteacher, seek additional advice from the advisory staff or educational psychologist. We would always consult with parent or carers first before any referral.

**What happens if a child breaks a rule (our School Code of Conduct)**

 We expect that all children will make an occasional mistake. All staff will follow up rigorously and fairly and most incidences will only need a reminder/apology/discussion. 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.

 We have divided sanctions into 5 broad levels to help with clarity for children, families and the adults who work and volunteer in school.

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| Stage 1 | Behaviours include: • Talking when listening is required • Not ‘ready for learning’ • Getting carried away in a game •Interrupting others’ learning/creating distractions • One-off ignoring or excluding someone | Consequence: * Warning given
* Class teacher informed (if not directly involved)
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| Stage 2 | Behaviours include: * Talking back to adults
* Unkind comment to others, e.g. about work or appearance
* Not respecting property, e.g. going into others’ bags or drawers
* Ignoring or excluding someone more than once
* Repeated Stage 1 behaviour
 | Consequence:* Part or all of play or lunch play missed and restorative action taken.
* Class teacher informed (if not directly involved)
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| Stage 3 | * Teasing or unkindness over time
* Playing unkindly or unfairly over time
* Deliberately hurting someone, physically or verbally
* Swearing at someone
 | Consequence: * Senior member of staff involved
* Parents informed
* Play or lunchtime missed
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| Stage 4 | Behaviours include: * Threatening or intimidating others
* Stealing or deliberately damaging school’s or others’ property
* Racism or prejudice
 | Consequence: * Head Teacher involved
* Letter to parents
* Play or lunchtime missed, possibly over a period of days
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| Stage 5 | Behaviours include: * Repeated racism or prejudice
* Aggressive, violent or reckless behaviour which puts the child and/or others at risk
* Failure to respond to or comply with adults after initial incident
 | Consequence: * External exclusion (see External Exclusions Policy)
* Letter to parents
* Physical restraint if necessary
* Reported to governors
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 Very occasionally, staff may have to use ‘reasonable force’ (use a degree of physical contact with a child). This might happen if, for example, a child is at risk of hurting themselves or others, or is putting themselves in danger. Only staff who have had training in the use of physical control and restraint would attempt to restrain a child.

 What is reasonable force? (Taken from the DFE publication, ‘*Use of reasonable force – advice for head teachers, staff and governors*’)

 1. The term ‘reasonable force’ covers the broad range of actions that may be used by teachers at some point in their career that involves a degree of physical contact with pupils.

 2. Force is usually used either to control or restrain; this can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight.

 3. ‘Reasonable in the circumstances’ means using no more force than is needed.

 4. As mentioned above, schools may use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of a classroom.

 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

 Schools do not require permission from parents but staff at Bathford Church School would always ensure parents are informed if there has been reasonable force used with their child. We would like to make it clear that it is extremely rare to need the use of reasonable force and staff using it will have undergone physical restraint training.

Bathford Church School takes seriously its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN), this includes for the use of physical restraint.

(School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.)

When using physical restraint, school staff should never intentionally act in a way that might cause injury, but in extreme cases this could be the unintended consequence when acting to prevent a pupil hurting themselves or others or putting themselves in danger.

Date for review: September 2020