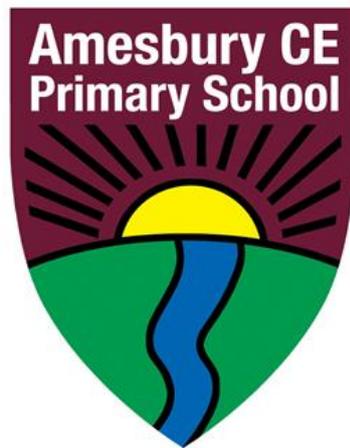


# **AMESBURY CE PRIMARY SCHOOL**



## **Behaviour Policy**

Policy date: September 2020

Review date: September 2021

# Amesbury CE Primary School

## Behaviour Policy

### Rationale

At Amesbury CE Primary School we want to ensure that every member of our school community feels valued and respected in order to ensure that staff and pupils are able to work and grow in an environment that is calm, safe and fair. Our behaviour policy is underpinned by our core Christian values and strives to enable our pupils to be responsible members of our school, and wider, community.

### Aims and Expectations

This policy aims to:

Provide a consistent approach to behaviour management throughout the school that is fair and built on mutual respect and trust for all members of our school community.

Uphold our school ethos and core Christian values.

Ensure that the school rules are being upheld by all members of the school community as a means to promote good relationships and establish mutual respect, with staff acting as role models for our pupils.

### School Values and School Rules

*“Whatever you do, work at it with all your heart”*

Colossians 3:23

To allow all members of the community to be the best versions of themselves possible through our Christian values of:

- ❖ Dignity
- ❖ Kindness
- ❖ Endurance

Leading to learners who **work hard** and **show kindness**.

### Rewards and Sanctions

At Amesbury CE Primary School we strongly believe that creating a positive community is achieved through the use of praise and recognition of the efforts of all. We want our pupils to recognise the important role that they each have in creating a harmonious and respectful school community, as well as the individual benefits that are achieved through excellent behaviour. As such, pupils are rewarded both on an individual basis and as either a house or class community. Where pupils are making the choice not to follow the values and rules of our school, sanctions are given appropriate to the context and behaviour shown.

### House Points

Every pupil in school is part of a ‘House’/Sports Team. Dojo point tokens are achieved through good sportsmanship in school events, including PE lessons, and working well in a sports team. They can be achieved through winning games and events at sports competitions, including on sports day, or by showing good sportsmanship when results do not go a pupil’s way. House points can be awarded to individual pupils, small groups or whole classes at any time.

At the end of Term 2, 4 and 6, House Captains meet with the PE coordinator to agree an active award for the winning house. This is then awarded to every pupil in the winning house in the final week of term.

House points are counted weekly and celebrated in weekly Celebration Assembly.

The individual class that has accrued the most house points (the total of all four teams) also earns the privilege of using the sports court during Friday play time?

## **Dojo Points**

Every class has an online reward system using Class Dojo. This is where pupils can be awarded individual 'dojo' points for excellent behaviour, academic achievement, or improved effort in any aspect of school life. Dojo points are also achieved through good sportsmanship in school events, including PE lessons, and working well in a sports team. Dojo points can be awarded to individual pupils, small groups or whole classes at any time. Dojo's can be awarded by any adult in school. Dojo points are counted weekly and celebrated in weekly Celebration Assembly and the whole school 'House' (one of four colours) that has earned the most Dojo's are celebrated. The individual class that has accrued the most Dojo Points (the total of all four teams) also earns the privilege of using the sports court during Friday play time.

## **Bullying and Prejudice Related Incidents**

Amesbury CE Primary School has a zero tolerance stance on bullying. All pupils should be free to learn in a safe environment, away from fear or harm. When addressing accusations of bullying the school's anti-bullying procedure will be followed, and support given to both the victim and perpetrator, as outlined in the Anti-Bullying Policy (2019).

## **Sanctions**

The behaviour flowchart shows the approaches that will be used to address pupils who are deliberately not following the school rules

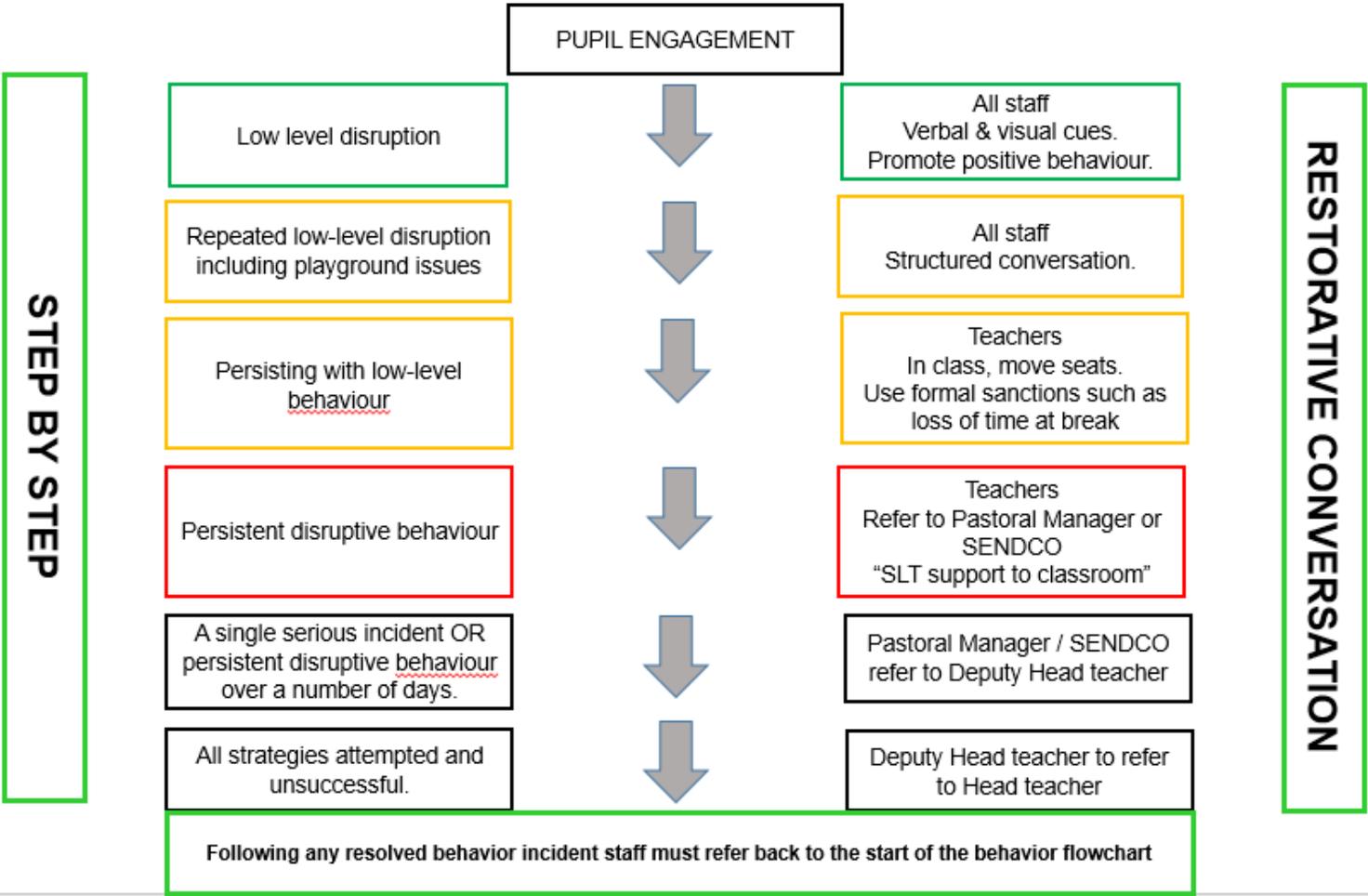
## **Fixed-term and Permanent Exclusions**

A pupil may be excluded on a fixed term or permanent basis by the Headteacher if, on the balance of probability:

- The child no longer accepts the authority of the school;
- The child wilfully and maliciously uses violence towards staff or children;
- The child presents a threat to his/her own safety or to the safety and well-being of other pupils. This can also include: verbal abuse, bullying, racism, homophobic bullying, theft or persistent poor behaviour;
- The child presents a continuing threat to the education opportunities of other children.

Other excludable behaviour may also be considered, as outlined in the guidance issued by Wiltshire County Council

<http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/parentadvice/studentbehaviour/schoolexclusions.htm>



## **Roles and Responsibilities**

All members of our school community have a responsibility in upholding the school's behaviour policy and ensuring that we are supporting the children in following this.

### **Staff**

- All staff will be role models to all pupils on how to demonstrate the school values and rules
- Teachers and class TAs will establish strong and positive relationships with each child in their class, valuing them as an individual
- Teachers will ensure a consistent level of acceptable behaviour through enforcement of the school rules and expectations in their classes, making sure that children behave in a responsible manner during lesson time
- All staff will apply the school behaviour rewards and sanctions consistently and fairly
- Staff will use positive reinforcement of behaviour and expectations always in the first instance to encourage acceptable behaviour from all pupils
- Staff will treat all pupils and other members of our school community with respect
- Staff will acknowledge that all children are different, and that some pupils will need additional levels of support in order to be able to follow the school rules. Staff will liaise effectively with SLT, the pastoral support team and external agencies as appropriate in order to support and guide the progress of each child.
- Class teachers will work in strong partnership with parents and carers; communicating the progress of each child in their class, concerns about the behaviour or welfare of a child, and positive aspects of child's conduct. Staff members will communicate effectively with the child's class teacher to ensure that any concerns can be shared with parents.

### **Headteacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **Governing Body**

- 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 Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but Governors may give advice, when necessary, to the Headteacher so this can be taken into account when making decisions about matters of behaviour.
- Review the effectiveness of the policy.

## **Parents and carers**

- Parents and carers should promote the school's Vision and Values, and school rules, as set out in this policy.
- Parents and carers will communicate with the class teacher as soon as possible if there are any changed or circumstances likely to impact on their child's behaviour so that appropriate support can be put in place
- We expect parents and carers to cooperate with the school and show support for their child's learning and positive conduct in school.
- Where the school has deemed it necessary to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school.
- If parents or carers have any concerns about the sanctions issued to their child, or any other concerns, they should contact the class teacher in the first instance. Where the concern has not been resolved parents and carers should then contact the governing body. If these discussions cannot resolve the problem, parents and carers should follow the school's complaints procedure.

## **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the main office.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.