



AIMS

(In accordance with Section 89 of the Education and Inspections Act 2006, see Appendix 1)

Good behaviour and discipline is fundamental to the positive life of the school. Governors and Staff agree that high standard of behaviour and good manners are demanded by all staff, pupils, students and visitors to school.

Adults working in our school are expected to be strong role models for good behaviour and manners.

- Children are encouraged to take responsibility for their actions and make positive choices
- They are rewarded and praised for desirable, positive behaviour and are encouraged to gain confidence and raised self awareness through courtesy and consideration for others. We aim to 'catch children being good' to reinforce positive aspects of their behaviour, as an example to others and to diffuse potentially difficult situations. *High self esteem and responsibility for all our actions are the key to confident, socially aware citizens who will go on to make a positive contribution to our communities*
- Avoidance of undesirable behaviour is our aim where possible. We use a variety of strategies to distract or intervene in order to diffuse a situation
- There will be no tolerance of intimidating or aggressive behaviour towards any child or member of staff

COVID-19

The Coronavirus Pandemic has resulted in additional expectations regarding the behaviour of staff, children, families and visitors in order to reduce the risk of contamination and spread of the virus. Staff will be provided with information at the start of the new school year, updated as new information, at national and local level, becomes available. Signage around school reminds staff of these additional expectations on behaviour in their day to day work, and out of school depending on the current local situation regarding Coronavirus, e.g., in the event of someone in school contracting Covid-19 or in the event of a lockdown. Staff will be made aware of the risk assessments in place regarding Covid-19.

Families will be given information at the beginning of the new school year, updated throughout the term as new information, at national and local level, becomes available. Signage around school will remind families of the expectations. Parents will be asked to adhere to any arrangements made about bringing children to school and collecting them, attending meetings in school and communication between staff and parents/carers. See Appendix 2

Visitors to school will be made aware of the risk assessments in place associated with their visit and will be asked to adhere to school policies on safeguarding and health and safety in light of the current local and national situation regarding Coronavirus.

BEHAVIOUR MANAGEMENT

It is recognised by staff and Governors that undesirable behaviour does occur at times. We deal with this by...

Understanding that there are certain areas and times in school where, although staff are present, children are not as closely supervised as they usually are, including...

- The cloakroom in each classroom. Staff have individual strategies to limit the number of children in the space at any time

- The playground and Quad. Staff monitor children carefully and where there are issues around inappropriate behaviour staff may provide alternate playtime arrangements e.g., staying in the library
- When children collect their coats after dinner. Staff understand there are children who could behave inappropriately and select children mindful of potential difficulties
- Whilst taking messages to other members of staff. Staff carefully choose who to send on a 'message' or send children in pairs to ensure that all children learn to behave sensibly and responsibly

Understanding that there are several children in our system that find it very difficult (for whatever reason) to conform to our high expectations of behaviour. We tackle this by...

- Support staff where possible specifically employed to monitor and support certain children
- Awareness amongst all staff, support staff, students and volunteers working in the classrooms or playground of a child's special/specific needs as regards behaviour and appropriate individual strategies
- Where possible understanding as much as we can about the underlying potential causes of the behaviour and tackling those issues as well as addressing the affect
- Communication between teachers and support staff / playtime supervisors where a child is experiencing difficulties on a particular day and making alternative arrangements if necessary e.g., children staying in at playtime to play quietly and calmly
- Close liaison with parents/carers and families in order to understand impact of behaviours at home and at school and trying to foster systems of consistency and understanding/agreement of responses

Ensuring that everyone in our school, including staff, children, parents and governors, understand that we will not tolerate inappropriate behaviour by...

- Making sure all children are aware of what is acceptable and not acceptable and the consequences of their actions, positive or negative
- Giving children who are not behaving appropriately time to think about their actions away from the rest of the children on a 'Time Out' chair
- Ensuring everyone knows that if any child attempts to hurt another child or member of staff or seriously / persistently disrupts a lesson they will be removed from the class or away from the other children immediately. Such behaviour will not be tolerated. Whenever possible they will be taken to the Headteacher's Office where they will be given the chance to think about their actions, consider consequences and make choices about their behaviour.
- Where possible give the children 'comfortable' opportunities to discuss the impact of their own or the behaviour of others as part of our PSHE and RE, SRE and HE curriculum
- Signs and 'affirmation posters' around school that re-enforce positive attitudes to being part of our school community
- Tackling persistent or serious incidents of inappropriate behaviour with the involvement of parents and, if necessary, Children's Services, behaviour intervention and support services. Home/School agreements may be drawn up where appropriate to ensure clarity over the objectives.

BULLYING

Clear cases of bullying are distinct from poor relationships or friends falling out.

Bullying will not be tolerated in this school. Cases of bullying will be dealt with firmly but mindful of the needs of all the children concerned.

Through the measures mentioned above Ramsden will do all it can to minimise the risk of bullying occurring. However, should any member of staff feel there are issues arising or if a parent/carer were to approach school with concerns they will be listened to sympathetically, investigations will be made and the situation monitored to ensure any problems are tackled to the satisfaction of all concerned; staff, parents /carers but, most importantly, children.

DUTY OF CARE

Staff's 'Duty of Care' begins as the children enter the classroom at 8.55am (or when the parent leaves the child if he/she arrives after this time) until 3.00pm.

BEHAVIOUR EXPECTATIONS

Whilst on school property, and during interactions with staff members/families, it is expected that conversations and queries will be handled with the utmost professionalism and respect. Aggression, threatening behaviour or abusive language will not be tolerated.

Appendix 1

Section 89 of the Education and Inspections Act 2006

Determination by head teacher of behaviour policy

(1)The head teacher of a relevant school must determine measures to be taken with a view to—

(a)promoting, among pupils, self-discipline and proper regard for authority,

(b)encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,

(c)securing that the standard of behaviour of pupils is acceptable,

(d)securing that pupils complete any tasks reasonably assigned to them in connection with their education, and

(e)otherwise regulating the conduct of pupils.

(2)The head teacher must in determining such measures—

(a)act in accordance with the current statement made by the governing body under section 88(2)(a), and

(b)have regard to any notification or guidance given to him under section 88(2)(b).

(3)The standard of behaviour which is to be regarded as acceptable must be determined by the head teacher, so far as it is not determined by the governing body.

(4)The measures which the head teacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

(5)The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(6)The measures determined by the head teacher under subsection (1) must be publicised by her in the form of a written document as follows—

(a)she must make the measures generally known within the school and to parents of registered pupils at the school, and

(b)she must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).