

## Behaviour Policy



### Introduction

We believe that every member of our school community should feel valued and treated as an individual, in accordance with our school vision which states:

“We aspire to be a thriving school where the whole community can flourish as individuals. We want everyone to be lifelong resilient learners who believe in themselves, achieve their potential and make a positive contribution as global citizens. Our aim is to create a nurturing environment that embraces diversity and enables everyone to demonstrate love, compassion and respect.”

Central to this aim is the expectation that the children of Hailey CE Primary School will display high standards of behaviour and treat other people as they would wish to be treated themselves.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard-working pupils who enjoy school, have a high self-esteem and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school
- recognising and praising the many positive qualities our children can show
- holding the belief that a child’s self-image, can change in a positive way through seeing and feeling their successes
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns

### Our main school rule is that:

Everyone will act with love, compassion and respect to others at all times’

Love – Love is having love for one another and love for life itself (taken from our school prayer)

Compassion – Compassion is an understanding of another person’s feelings and acting with that understanding

Respect – Respect is treating others and thinking about others in a way that we would want others to treat or think about us

This rule is displayed in each classroom with an explanation to our children as to what it means to them on a day-to-day basis. Members of staff regularly refer to this rule as part of our collective worship and PSHE programme.

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school. An example of this is in the way we move around the school. We encourage children to walk quietly around the school and to open the doors to visitors, adults, as well as to each other. Children are also expected to come into our times of collective worship silently.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

### **Rewards and sanctions**

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter antisocial behaviour.

We praise and reward children for good behaviour in a variety of ways:

School staff celebrate children's work and achievements through:

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Children may be asked to show their work to another class teacher or to the Head teacher, to celebrate achievements
- Children receive house points, reward postcards/certificates or reward stickers or stars
- At our Celebration assembly, members of classes across the school are awarded Headteacher, Deputy Head and Lunchtime Supervisor certificates and their names are recorded on our school newsletter
- All classes have an opportunity to participate in sharing assemblies where they are able to show examples of their work to other children and to families during class assemblies and open mornings
- Giving children opportunities to succeed through responsibility, such as being ambassadors, buddies, play leaders and other roles

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

We use each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reminds them of the appropriate behaviour. If this occurs repeatedly, we may ask the child to move to a quiet area until they calm down, and are in a position to work sensibly again with others or the child may have to miss some of their break or lunch time.

We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting positive behaviour charts and a home link book to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date on Scholarpack. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the SENDCo and targets are set as part of an individual behaviour plan.

At the beginning of the school year, the class teacher works with their new class to create class rules based upon the rules outlined in this policy. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher may discuss these with the whole class as they arise.

Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our Anti-Bullying policy explains our approach.

The Head teacher and specific staff members not only have statutory authority to discipline children whose behaviour is unacceptable in school or elsewhere under the charge of a teacher (including on school visits) but also in certain circumstances when the behaviour occurs outside of school. Specifically, class teachers and the Headteacher have the authority to discipline pupils for non-criminal poor behaviour and bullying which occurs off the school site and which is witnessed by a staff member or seen on social media, where:

- the behaviour occurs when the pupil is:
  - taking part in any school organised or school related activity or
  - travelling to or from school or
  - wearing school uniform or

- in some other way identifiable as a pupil at the school.
- the behaviour occurs at any time, whether or not the conditions above apply that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In the first instance the school would speak to the parent or carer. In all cases, the teacher or Headteacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

### **Confiscation of Inappropriate Items**

The Department for Education provides specific circumstances and legal provisions, which enable school staff to confiscate items for pupils, which are followed at the school. In addition to specific “prohibited items” listed in this guidance, (a list of these are available on request from the school office), the head teacher and teaching staff have the authority to confiscate electronic and other devices that are not allowed during school hours or on school events/trips, as specified in the school correspondence with parents/carers.

### **Power to Use Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school follows the conditions laid out in the DfE’s guidelines on this.

### **Use of Isolation**

The school does not have an isolation room; however, we may consider the use of a ‘quiet’ space when it is in the best interests of the child and other pupils. In such instances, reference shall be made to the guidance provided in the DfE “Behaviour and Discipline in Schools” document.

### **Break times**

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour. Our staff members, in their lunchtime role, are encouraged to join in and play games with the children in order to promote a playful atmosphere.

### **PSHE**

PSHE follows a whole school termly theme. Sessions are led by school staff. These sessions support the development of positive self-esteem, equality and how to develop positive relationships. It encourages the class to have a positive sense of itself as a whole and the individuals within it.

### **The role of school staff (Teachers/Teaching Assistants/Lunchtime Supervisors/ Admin staff)**

It is the responsibility of school staff to ensure that the school rules and guidelines are adhered.

The school staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

School staff treat each child fairly and enforce the classroom code consistently. They treat all children with respect and understanding.

If a child displays poor behaviour choices repeatedly in class, school staff keep a record of all such incidents. In the first instance, they deal with incidents themselves in the normal manner. However, if the behaviour continues, they seek help and advice from another member of staff. If the difficulties remain unresolved they would involve the Headteacher. Please see the 'Behaviour Steps' appendix.

School staff liaise with the SENDCo/Assistant SENDCo when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents at the termly parent's evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher 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 the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of poor behaviour choices.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of poor behaviour.

For repeated or very serious acts of antisocial behaviour the Headteacher may permanently exclude a child.

### **The role of parents/carers**

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage

parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects.

We explain the school rules on the school website and we expect parents to read these and support them.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Headteacher. If these discussions cannot resolve the problem a formal complaint can be registered in accordance with our complaints policy.

### **The 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 Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy.

The governing body is responsible for arranging suitable full time education for pupils excluded for a forced period of more than 5 days.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher takes account of their legal duty of care and other statutory considerations (as defined in the current DfE Guidance) when taking a decision to exclude a pupil. Identification of causal factors and early intervention will be used to reduce the need for a subsequent exclusion.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion in writing. At the same time, the Headteacher 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 any such appeal.

The Headteacher informs the LA and the governing body immediately about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term or any exclusions which result in the child missing a national curriculum test. For all other exclusions, the Headteacher notifies the LA and governing body once a term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a panel that is convened for discipline matters which is made up of between three and five members. The panel considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of significant incidents of poor behaviour choices. If required, the class teacher records classroom incidents in an 'action record' or directly in to ScholarPack, which includes the nature of the incident, the action taken and any monitoring processes. The Headteacher records those incidents where a child is sent to them on account of significant or repeated poor behaviour in ScholarPack.

The Headteacher keeps a record of any pupil 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.

## **Suggested Behaviour Steps**

### **Step 1**

In class strategies such as:

- Reprimand/discussion
- Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others
- They may need to write an account of what happened
- They may need to apologise, either verbally or in writing
- They may need to make a new agreement as to what they will do in future
- Moving child within the classroom / be separated from others for a specific period
- Lose their break time, this must be supervised
- Have their position in class changed to prevent recurrence and remove temptation.

### **Step 2**

If poor behaviour choices continue Step 1 is repeated.

### **Step 3**

Upon a second move to a classroom parents will be informed, an oral target agreed and review period set. Other adults who interact with the child in the class will be informed.

### **Step 4**

If little progress is being made to improve the behavior identified as targets within the time frame agreed, or if additional serious poor behaviour choices occur, the child will be sent to the Headteacher who may implement further sanctions and contact the family and invite them in for a meeting to discuss further support for their child.

### **Step 5**

Should serious the behaviour continue, a behaviour plan/chart will be written with parents involved. The Headteacher will be involved at this stage. Additional appropriate adults within the school will support and monitor behavior. Guidance may be sought from other agencies and the SENDCo/Assistant SENDCo who might provide support for the child. A meeting of all interested parties will be held and minutes of the meeting agreed.