



# Behaviour Policy

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## **Hady Primary and Nursery School Behaviour Policy**

### **AIMS AND EXPECTATIONS**

It is a primary aim of Hady Primary School that every member of our school community feels valued and respected. The school is an extension to the home and an important part of the community. We are a caring community, whose values are built on mutual trust and respect for all. The key to successful discipline is a consistent and fair approach at all times by all staff. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. Children should be given the opportunity to develop into well mannered, well-adjusted and confident members of society. It aims to promote an environment where everyone feels happy, safe and secure. We should aim to create a school community in which the children choose not to misbehave.

Our school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to help children to become positive, responsible and increasingly independent members of the school community.

We aim provide a clear set of rules and good role models of relationships and behaviour of teachers and pupils towards one another.

Our aim is that the children should learn and achieve their full potential. Good behaviour makes effective learning and teaching possible. Our pupils are never left in doubt about what is and is not acceptable behaviour.

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

### **PROMOTION OF POSITIVE BEHAVIOUR**

We believe that behaviour can change and that every child can be successful.

Praising and a system of rewards are more likely to change behaviour than blaming and punishing.

We should constantly help children to achieve success in some aspects of their lives and should celebrate with them when they do.

We should treat children with respect and be positive in our dealings with them however difficult it may be at times.

We must, at all times, be aware of the individual circumstances and needs of each child and act accordingly. We must always consider the safety of other children and minimize disruption while helping children acquire self-discipline.

Education research bares out the proposition that the best way to encourage good standards of behaviour is a 'clear code of conduct backed by a balanced combination of rewards and punishment within a positive community atmosphere' (Elton Report 1989).

## **REWARDS AND SANCTIONS**

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for bad behaviour which makes the distinction between serious and minor offences apparent. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**. This must be given whenever possible for both work and behaviour. We praise and reward children for good work and behaviour in a variety of ways:

- children may be awarded smilies. 50 smilies = certificate Whole class to receive 50 smilies in term = class treat. 50 smilies= bronze, 100=silver and 150 =gold
- each week we nominate a child from each class to be a 'superstar winner and receive a certificate in a weekly assembly, parents are notified by text and invited to assembly.
- we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- children's work will be displayed as much as possible to celebrate good standards of work and effort
- children achieving high standards e.g. in P.E. and music will be asked to demonstrate their abilities to the other pupils and receive praise and encouragement from both pupils and staff
- a special awards will be given for full attendance at the end of each term and a special award at the end of the year
- Teachers may send their pupils to an appropriate person or a person of the children's choice for additional praise, encouragement and reward. For further recognition pupils may be sent to the Assistant Head Teacher / Head Teacher.

Our school acknowledges all the efforts and achievements of children, both in and out of school and children are encouraged to bring in certificates and experiences into Friday's celebration assembly.

## **School Rules**

These are known as non negotiables and may be worded differently in different classes for understanding but cover the following areas

Do your best

Listen when others are speaking

Respect other people

Take care of yourself and any equipment you are using

Move around sensibly

Be polite

Tell the truth

**NB**

- a) Corporal punishment of any kind is not allowed. (This includes shaking)
- b) Children of any age must not be sent out of the room to stand alone outside the door for any length of time or work on their own anywhere unsupervised
- c) Children are not to be kept in at playtime/ dinnertime unless a teacher is with them
- .d) If children are kept in at playtime/lunchtime they must remain in the classroom with the teacher.
- e) Children will not be given any formal detention after school.
- f) All staff are responsible for the behaviour of all children in the school, not just the behaviour of their own class.
- g) Staff must be consistent in the way in which they monitor and deal with discipline throughout the school.

Our school employs a number of sanctions to enforce the school rules.

We employ each sanction appropriately to each individual situation.

- Teachers remind children how to sit and listen during lessons, if they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- 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 reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

**Consequences:** If the class/ school rules are broken the following procedure will be followed: -

- Sanctions will be differentiated to the needs of the children
- Children will be given a verbal warning by the class teacher, learning support assistant or supervisor;
- 'Time out' will be used, where appropriate.
- Teachers may send their pupils to the Assistant Head or Head.
- More serious behaviour may involve meeting with parents.

**Fast-tracking-**Extremely bad behaviour must be reported to the Headteacher or Assistant Head immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour the child may be excluded from school. This could take the form of a Fixed-term exclusion or on rare occasions may take the form of a permanent exclusion.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

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. (See Bullying Policy for further information)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of

all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher. Support from the Well Being Manager and intervention support will be put in place.

If this continues the class teacher liaises with the Head who then involve external agencies, as necessary, to support and guide the progress of each child ie MAT or behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Assertive mentoring meetings also inform parent and pupil of their progress towards behaviour and attitude.

### **The role of the 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 the 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. Both these actions are only taken after the school governors have been notified.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in new pupil packs, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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.

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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **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 and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **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, for up to 45 days in any one school year. 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.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. 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 about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

The governing body has a discipline committee, which is made up of between three and five members. This committee 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 LA, 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 regular basis. She 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 of incidents of misbehaviour including the use of on line reporting if deemed necessary on CPOM. Lunchtime supervisors give verbal details of any incidents to the class teacher

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.

### **Review**

The governing body reviews this policy every two years. They 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.

## **APPENDICES**

### **DESCRIPTORS FOR PLACING AT STAGE 1**

#### **STAGE 1- EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

It is assumed at all stages that the pupil has no known medical problem which might be a major contributor to the pupil's inability to acquire appropriate behaviour and socialisation skills.

Pupil exhibits emotional or behavioural difficulties, which cause common concern to the school.

Information would have to be collected to indicate clearly what behaviours are displayed. Detailed observations would be necessary to observe when and what type of EBD the pupil exhibits on task and off task.

Discussions taken place with Francesca, SLT, SEND and or HT

### **DESCRIPTORS FOR PLACING AT STAGE 2**

#### **STAGE 2- EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

As at stage 1 and

- Pupil requires structured class/school management strategies
- Pupil is behaving in such a way as to interfere with/disrupt other class members.
- Pupil is behaving in such a way as to interfere with academic or social progress.
- Pupil's behaviour/emotional state is causing concern across the curriculum and/or in social situations with a range of adults.
- Pupil exhibits continuous disruptive and/or emotional behaviour.
- Advice and information from outside agencies may be required concerning pupils behaviour.

In addition to stage 1 information, evidence would be required to show that the school had systematically recorded the pupil's behaviour and the responses to programmes of intervention and support. Management strategies would need to be devised and recorded and the information analysed on a daily basis to build up a record and provide the pupil with personal feedback to develop insight.

### **DESCRIPTORS FOR PLACING AT STAGE 3**

### **STAGE 3- EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

As at stage 2 and

- Pupil's behaviour/emotional state has not responded to a behaviour management programme over the period of a term (review held), evidence examined, range of strategies tried
- Pupil's behaviour/emotional state prevents him/her benefiting from the curriculum in a mainstream setting.
- Pupil's behaviour prevents other pupils from getting full access to the curriculum.
- Pupil is a danger to self/other pupils/adults/school building/property.
- Pupil's behaviour/emotional state requires assistance and support from outside agencies in planning intervention programmes.

### **ANALYSIS SHEET FOR INFORMATION GATHERING.**

The issues and questions below may assist in the planning of Stage 2 and the answers will provide valuable background information if achievable targets are not met and there is parental agreement to a stage 3 referral.

#### **Identifying the problem**

1. What form do the problematic behaviours take?
2. Where do they occur?
3. What appears to trigger them?
4. How long have they been occurring?
5. Are they getting worse, getting slightly better or staying about the same?
6. What appears to be maintaining/ reinforcing the behaviours?
7. Which is/are the major/priority behaviour(s) to be managed or modified? Which converse behaviours need to be systematically promoted?

#### **Pupil/ parent perceptions.**

1. What information is there from the parents about contributory factors?
2. What does the pupil say about the problem behaviours?

#### **Social Relationships.**

1. Does the pupil have friends?
2. Do other pupils complain about the behaviours?
3. Do the behaviours result in more or less attention from other pupils?
4. Do the behaviours result in more or less attention from adults?

5. Do the behaviours increase the social status of the pupil?
6. Does the pupil have a negative reputation among peers and adults?
7. Does the pupil relate better to particular adults?
8. What is the possible basis for any relatively good relationships?
9. Is the pupil's general level of confidence above average/ average or below average or variable (give examples)?

### **Educational success**

1. Is the pupil's general success with schoolwork above average/ average or below average in the class?
2. Does the pupil have learning difficulties?
3. Are there specific strengths or weaknesses?
4. Are tasks sufficiently matched to existing skill levels, thereby supplying regular and frequent successful learning experiences?
5. Is the pupil sensitive to the perceived difficulty of a task?

### **Intervention to date**

1. Enhanced application of whole school reward systems.
2. Whole class and sub-group reward systems.
3. Individualized behavioural programme.
4. Positive communication with the home, e.g. 'Good News Book'
5. The effect of sanctions/ punishments.
6. Discussion/ timetabled review of problem behaviours, avoidance strategies, and targets with the pupil and parents.
7. Involvement of valued adult approval from adults other than the class teacher.
8. Incentives which have proved successful.