

High Beech C of E Primary School

'Nurturing the spirit. Developing knowledge. Realising potential'



Behaviour Policy

Reviewed on:	November 2017
Date of next review:	November 2018

Statement of Intent

At High Beech Primary School, the governing body is committed to providing a caring, friendly and safe working environment for staff and pupils alike so that teaching and learning can take place in a relaxed and secure atmosphere.

Purposeful and coordinated behaviour strategies that simultaneously promote student wellbeing and resilience are employed, and good relationships are promoted, with the common aim of helping everyone learn together in an effective and considerate way.

Governors of High Beech Primary School are in agreement that unprovoked abuse, threatening behaviour or assaults (including actual or threatened violence) are unacceptable. Fixed term or permanent exclusions are considered appropriate sanctions.

Aim

It is the primary aim that every member of High Beech School feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect. The school's 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 and to ensure that everything reasonably practicable is done to prevent foreseeable personal harm to any member of the school community.

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

Our 5 core Christian Values are promoted across the school. These are:

- Respect
- Friendship
- Truth
- Forgiveness
- Perseverance

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 (ref Anti Bullying Policy).

The role of the class teacher

It is the responsibility of class teachers to ensure that pupils behave in a responsible manner during lesson time. Excellent behaviour from and between adults is modelled and every opportunity eg early work, circle time, PSHE teaching, is taken to embed expectations of kind, caring and supportive behaviour.

The class teachers in our school have high expectations of all children with regard to behaviour, and they strive to ensure that pupils work to the best of their ability. The class teacher treats each child fairly, with respect and understanding, and enforces our core Christian Values consistently.

The role of the Support Staff

It is the responsibility of the support staff to monitor and support the teaching staff ensuring that pupils behave in a responsible manner both in and out of the classroom. Any incident must be reported to the class teacher.

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 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 (see Statement of Intent). 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.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and to cooperate 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 and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions against a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the Head teacher. If the concern remains, they should informally 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 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 to the headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Rewards and Sanctions

At High Beech, staff acknowledge good behaviour in a variety of ways. For example:

- Children are verbally praised.

- They move to the Gold on the traffic light behaviour system and earn a reward.
- Table points are collected each week.
- A star of the week is given.
- They receive Headteacher awards and their name is printed in the newsletter.
- Children can receive behaviour awards (linked to the school's five Core Values in the Friday Sharing Assembly).

In cases of persistent poor behaviour, the class teacher/ LSA will use 'Restorative Justice' to enable the child to reflect on their behaviour/s and to make changes. (Appendix A). The class teacher will liaise with the SENCO, Learning Mentor or with external agencies, as necessary, to support and guide the progress of each child. Parents/carers will be kept informed.

At HBPS, pupils who require help with moderating their behaviour will work within the following system:

- In class the pupil will begin on green on the traffic light behaviour system.
- If the pupil is moved to orange because of a misdemeanour s/he will need to discuss how s/he can move back down to green again.
- Staff will praise at every opportunity – for good work, effort, recognising when the pupil is self-regulating.
- Staff will be vigilant and intervene/remove pupil to complete another 'task' if s/he is simmering.
- If the pupil is moved to red, s/he will have to stay in at break or lunch time and explain to class teacher why s/he wasn't able to move back down to green, having already been on orange.
- If the situation escalates, the child may be sent for time out in another class.
- Depending on the seriousness of the situation, the child may be sent to the Headteacher for time out.
- Depending on the incident, an internal exclusion could take place followed by a telephone call to parents to explain to them what has happened.
- In serious cases, parents/carers will be informed by telephone or asked to attend a meeting in school to discuss the situation.
- The school operates a Red Card System to summon help when:
 - There has been an act of misbehaviour that is so extreme as to warrant high level action immediately;
 - A child refuses to co-operate in any way for anyone;
 - A child is using threatening/aggressive behaviour towards other children/adults. (See Appendix B)

If a child is considered to need an Individual Behaviour Plan (IBP) this will be devised and monitored by the SENCO. It is the duty of every staff member to ensure that they are familiar with IBPs, where identified.

Recording of Incidents

At HBPS all class teachers keep a monitoring book for the recording of behaviour that has led to the need for intervention or is a low level but persistent worry. This is in order that a possible pattern can be identified and the appropriate action taken.

For more serious cases, the Headteacher keeps records of incidents and regularly monitors this to look for patterns in behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school refers to the DFE Statutory guidance '*Exclusion from maintained schools, academies and pupil referral units in England -for those with legal responsibilities in relation to exclusion*' September 2017. We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child 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 child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers 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 child 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 under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

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

Monitoring and review

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 Headteacher keeps a record of serious incidents of misbehaviour and 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 two years. 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.

Appendix A

Target good behaviour



High Beech Reflective Behaviour Sheet

Name:

Date:

Class:

What Happened:

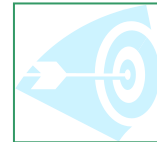
Why my actions were wrong:

How I could do things differently next time:

What help I might need from others:

Signed:

Date



Appendix B

The Red Card system

A Red Card is sent by a teacher/LSA to summon help when:

- There has been an act of misbehaviour that is so extreme as to warrant high level action immediately;
- A child refuses to co-operate in any way for anyone;
- A child is using threatening/aggressive behaviour towards other children/adults.

If a child is using threatening/aggressive behaviour towards other children/adults within the class and refuses to leave the class for 'calm down' time, the class teacher should remove themselves and the other pupils, before sending a red card.

*(The Red Card is given to an LSA or to another child who can be trusted to find help and can explain the nature of the problem to the person they give it to.
It is NOT sent with the child causing the problem.)*

When a Red Card has been sent:

- The disruptive child is collected by :
The SENCO/senior teacher or the Headteacher.
(If the child refuses to leave the situation, the child's parents/carers will be contacted immediately and asked to collect the child from the school).
- The child is helped to calm down. In order for this to happen the 'Learning Mentor' may be used.
- When the child is calm, the incident is investigated (and logged by the Headteacher).
- The SENCO/ Headteacher notifies the child's parent/carers.
- Restorative justice must be undertaken to enable 'victim/s' of an incident to feel safe in the knowledge that threatening/aggressive behaviour will not be tolerated.
- The child apologises/writes a letter of apology
- A Behaviour Plan will then be put into place that details what strategies/ incentives/ sanctions will be used in class to reduce risk of further incidents occurring
- The child remains with the Head/SENCO/Learning Mentor to work for the rest of the session/morning/day, including playtime and/or lunchtime spent alone.