

Hope Brook Church of England Primary School



Behaviour Policy

The staff and governors are committed to the development of each child in a positive, healthy and respectful learning environment to encourage all children to achieve their fullest potential.

We want all the children and adults to achieve success through their own efforts, teamwork, self-discipline and motivation; and through links with the Church, the local community and the global community, work towards a better future for themselves and the world in which they live.

Aims and expectations

This policy follows the advice outlined in the DfE document 'Behaviour and Discipline in Schools – Advice and guidance for headteachers and school staff (January 2016)

Discipline in schools – teachers' powers

Key Points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)

The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school

Teachers have a power to impose detention outside school hours

Teachers can confiscate pupils' property.

We are a caring, inclusive community, whose values are built on mutual trust and respect for all. The school's behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

The policy promotes good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others.

The school expects all adults working within the school environment to recognise their role in managing behaviour around the school

The school expects all adults working within the school environment to act as good role models in terms of presentation, conduct and behaviour.

We treat all people fairly and apply this behaviour policy in a consistent way.

This policy aims to support children in becoming positive, responsible, independent members of the school community.

This policy is designed to promote high expectations of good behaviour.

Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways, both verbal and non-verbal.

- Each class uses its own reward system to support the age and development of the children i.e. stickers, stars, dojo points, marbles in jar, credit points, golden time.

The school acknowledges all the efforts and achievements of children, both in and out of school. Significant achievements are celebrated in the school newsletter.

Good work certificates are used to celebrate positive behaviours, as well as good work. (5 certificates result in pupils being given a perseverance trophy for one week). If children receive the perseverance trophy 5 times – they keep the trophy.

In order to promote a positive learning environment, children are expected to listen to others, try their best, complete tasks assigned to them, and demonstrate respect for all.

- We encourage children to understand that their behaviour has consequences. Unacceptable behaviour is always monitored and where necessary, will be challenged.
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- If a child is disruptive in class, they will be reprimanded and a time out opportunity may be offered. If a child misbehaves repeatedly, further action will be taken (see Appendix A). At this stage, informal contact with parents will be made.
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- The safety of the children (and members of staff) is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and the child will not take part in the rest of that session.
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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. Any issues are discussed with the class at an appropriate time

The school does not tolerate bullying of any kind including text bullying and cyber bullying. If we discover, or are informed, that an act of bullying or intimidation has taken place, we act immediately. If a child threatens, hurts or bullies another the children involved are supported to understand their part in the incident and an appropriate consequence is agreed. Serious or repeated incidents are recorded by the teacher in a class incident book. 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.

Our Family Support Worker is available to support children who are experiencing challenges, including children who are exhibiting distracting / disruptive behaviour

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Advice 'Use of Reasonable Force – Advice for Headteachers, staff and governing bodies (July 2013). Staff only intervene physically to restrain children - 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 teaching staff

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

The teaching staff in our school have high expectations of the children with regard to behaviour, and encourage them to do their best.

The teaching staff treat each child fairly, and enforce the classroom code consistently. The teaching staff treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the teaching staff keep a record of all such incidents. In the first instance, the teaching staff deal with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The teaching staff liaise with external agencies, as necessary, to support and guide the progress of each child.

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.

The role of the headteacher

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.

1. The headteacher keeps records of all reported serious incidents of misbehaviour.

4.3 The headteacher ensures that appropriate guidance and training is provided to ensure staff can manage behaviour effectively

The headteacher has the responsibility for giving fixed-term suspensions to individual children and for serious acts of misbehaviour. The headteacher may permanently exclude a child. School governors are always included in this process.

The role of Midday Supervisors

The midday supervisors maintain the high expectations of the children with regard to behaviour.

The midday supervisors treat each child fairly, and enforce rules consistently. They treat all children with respect and understanding.

If a child misbehaves repeatedly at lunchtime, the midday supervisors keep a record of all such incidents. In the first instance, the midday supervisors deal with incidents in the normal manner. However, if misbehaviour continues, they seek help and advice from the headteacher.

The role of parents

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

We expect parents 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 if we have concerns about their child's welfare or behaviour.

If parents have any concerns about the way that their child has been treated, they should contact the class teacher or the headteacher. 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 adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour, 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.

Managing transitions

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but occasionally this may be necessary. The school follows the DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion' (Sept 2017)

Only the headteacher (or the acting 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 immediately, giving reasons for the exclusion. The school informs the parents how to appeal against the decision.

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.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day the parent or guardian should notify the school and ask permission for the medication to be administered. A medical form should be completed, clearly stating the time/dosage required. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the designated adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified.

If any child is found to be suffering from the effects of alcohol or other substances, parents and appropriate authorities will be informed.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and social services will also be informed.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Monitoring and review

The headteacher monitors behaviour on a regular basis. She reports to the governing body on any emerging issues 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 where a child is sent to her on account of bad behaviour. Midday supervisors record incidents that happen during lunch times. These records are monitored by the Head. Incidents that require additional actions, such as contacting parents, are recorded in the School Log Book, kept in the headteacher's 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 reviews this policy every five years.

Date of policy: May 2019

Date of review: May 2024

This policy was formulated in consultation with the Headteacher and teaching staff.

This policy was accepted by the Governing Body at their meeting on Wednesday 22nd May 2019 and will be reviewed in 5 years time.

Signed



Chair of Governors

Signed



Headteacher

Hope Brook C of E Primary School
Behaviour Management

Each class compiles a set of 'Class Rules' at the start of each year. These rules are displayed in the classroom.

At times, we have to monitor / challenge pupil behaviour. The following chart outlines the sorts of actions a member of staff at Hope Brook might use.

Consequences for each rule:	Consequences will be implemented using the following strategies:
Positive	
Recognition	A smile, thumbs up. High 5
Public praise	Use children as examples of good behaviour, stickers, class points, Dojo points, Good Work Award certificates
Cumulative rewards	Marbles in a jar Certificates Reading raffle Perseverance awards
Negative	
Stage 1 Recognition	1 - The Look 2 - Non-verbal prompt 3 - Verbal reminder of what they should be doing 4 - Move away from other children/ near to adult 5 - Time out / Loss of playtime
Stage 2	Work outside classroom Loss of playtime
Stage 3 Involve another member of staff	Referred to additional member of staff Loss of lunchtime play
Stage 4 Sent to Headteacher	Isolation - A period of time spent outside the classroom Internal exclusion - A period of time of exclusion from the classroom - work is set by the classteacher Behaviour targets on My Plan - child, classteacher, SENDCo and parents all aware of the target
Severe Clause	Red card sent to staffroom / office for assistance
Lunchtime	Unpleasant playtime behaviour needs clear and immediate sanction. 1 - Time out on benches 2 - Time out in corridor if children behave in a way that puts themselves or others at risk of harm 3 - Sent to Head All inappropriate behaviour at lunchtimes is recorded in MDS books and monitored by the Head