



BEHAVIOUR Policy

PRESTON CE VC PRIMARY SCHOOL

Agreed by Governing Body: **September 2016**

Chair of Governors:

M. J. Read

Date for review: **September 2019**

Behaviour and Discipline Policy

1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We aim to be a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

We apply this policy consistently and fairly to promote an environment where everyone feels safe and secure and children are able to develop to become positive, responsible and increasingly independent members of the school community

The school has a clear code of conduct based on the following rights

We all have the right to feel and be safe.
We all have the right to dignity and respect.
We all have the right to learn.
We all have the right to teach.

The school expects every member of the school community to behave in a considerate way towards others. The school motto, '*kind, courteous, considerate and caring*' embodies the ethos of our school.

The school celebrates and rewards good behaviour as it believes that this will show the high value we place on it.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways appropriate to the age of the child and the behaviour displayed. Among the methods used are:

- ❖ verbal praise (given privately or in front of peers or parents)
- ❖ certificates
- ❖ stickers and stars
- ❖ notes to take home
- ❖ positive phone calls to home
- ❖ house/team points
- ❖ In-Class reward systems

- ❖ 'Right Choice' raffle tickets – These are used to reinforce our message that children must take responsibility for their own behaviour and for the right or wrong choices they make.
- ❖ Ten minutes 'extra playtime' each week - this rewards all those who have behaved well at lunchtime under the supervision of our MSAs.

2.2 Children are regularly made aware of, and reminded of, the standard of behaviour that we expect in our school. This happens in classrooms, in whole school assemblies, with specific groups and with individuals. We endeavour to make reinforcement of this message in a positive way. For example, 'We walk in the school building to keep everybody safe' rather than 'Don't run'. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class during 'circle time', PSHE or discussion time.

2.3 Children in each class decide on class rules at the beginning of each new school year. Once agreed, these are clearly displayed in classrooms and referred to when appropriate.

2.3 For low level behavioural issues and to celebrate right behavioural choices, each class uses a 'Choice Chart'.

WHITE: All children begin each day in 'white'.

GREEN: When they make the right choice and receive some praise, their name is put into 'green'.

BLUE: If they continue to make right choices, their name is put into 'blue' and they receive a 'blue right choice card'. This card should be issued straight away. (Children will receive a 'blue right choice card' each time their name is placed in 'blue'.)

GOLD: If a child's choices are exceptional, their name is put into 'gold'. If their name is in 'gold' at the end of the school day, they receive a Headteacher's Award.

YELLOW: If a child makes the wrong choice regarding their behaviour, they receive a verbal warning. Their name is put into 'yellow' as a reminder that they should amend their behaviour. Their name is moved to 'yellow' even though they may be on 'green', 'blue' or 'gold' at the time.

ORANGE: A repeat of this behaviour results in the child's name being moved to 'orange'. At this point the teacher may decide that an appropriate action may be to:

- Move the child to a different place in the classroom
- Move the child to work next to the teacher or next to another member of staff
- Move the child to work alone.
- Make use of accepted 'Time Out' space in class for thinking time.

If the behaviour that necessitated the move to 'orange' has resulted in the child having incomplete work, it is acceptable for the teacher to require working time be made up under supervision during break. Teachers should use their discretion on this point, taking

into account the age and maturity of the child and the appropriateness of such a sanction in an individual case.

RED: Subsequent repetition of poor behaviour results in the child's name being moved to 'red' and the appropriate sanction (as below) is put into place.

The school employs a number of sanctions to enforce school expectations of behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to individual situations.

A child may be isolated from the rest of the class for a short period in a safe place to allow 'cooling down' or 'thinking' time.

A child may be asked to take work to another classroom, away from their peers, where they can complete their work under the supervision of the Headteacher or Deputy Headteacher.

A child may be asked to report to the Headteacher to discuss the issue of their behaviour.

A child in KS2 may be required to miss all or part of a break time.

Persistently poor behaviour is discussed with the child and is reported to parents. A range of strategies may be tried in order to promote an improvement – including issuing a Behaviour Report Card designed to ensure home and school are working together to address the problem behaviour. It should support and reward a change towards more positive behaviour.

2.4 If a child threatens, hurts or bullies another pupil, appropriate sanctions are imposed immediately without recourse to the 'choice system' and serious incidents are recorded on a Pupil Incident Report Form (see the Anti-Bullying Policy and Appendix 2).

If a child's behaviour causes serious disruption or poses a danger to themselves or to others, staff take action immediately to remove the child from the situation or, if more appropriate, to isolate the child by removing other members of the group/class. The Headteacher or Deputy Headteacher is informed and details are recorded on a Pupil Incident Form. In a situation such as this, sanctions are based on knowledge of the individual child and on the details of the child's actions.

It is usual for a face to face or written apology to be required from a child whose behaviour has had impact on another individual. In the case of a serious misdemeanour, parents will be informed, either in person or by letter.

Fixed-term exclusions may be given to individual children for behaviour that causes or risks harm to self, other people or property, or harms learning. For repeated or very serious acts of harmful behaviour there may be permanent exclusion.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers (see Appendix 1). Teachers in our school do not hit, push or slap

children. Staff only intervene physically to restrain children in order to prevent injury to another person or if a child is in danger of hurting him/herself. The actions that we take are in line with Local Authority's recommended policy contained within Appendix 1 (extract from the Education Department's Health and Safety Policy). Any teacher that takes such action must report it to the Headteacher immediately.

Parents are always informed if a child has had to be handled in any way to prevent injury to themselves or to others.

3 The role of the class teacher

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

3.2 The class teachers will have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.

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

3.4 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 in the routine manner described above. However, if misbehaviour continues, the class teacher seeks support and advice from the head teacher.

3.5 The class teacher, in consultation with the SENCO and/or the headteacher, liaises with external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the behaviour of each child in their class as part of their end of year report of progress, 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 at any time during the year.

3.7 The class teacher recognises and rewards good behaviour and may contact a parent at any time to make particular mention of such behaviour.

3.8 The class teacher may put specific reward systems into place in their classroom, based on the ethos and aims of this policy but these must not compromise any school-wide reward systems.

4 The role of the headteacher

4.1 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.

4.2 The headteacher ensures that good behaviour has a high profile in the school and is recognised and rewarded appropriately.

4.3 The headteacher supports the staff by setting the standards of behaviour, by implementing the policy and by reinforcing the implementation of the policy by all staff members. The headteacher ensures that the implementation is consistent across the school and takes action if this is not so.

4.4 The headteacher keeps records of all reported serious incidents of misbehaviour. Such incidents should be recorded on the Pupil Incident report form (Appendix 2).

4.5 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of harmful behaviour. For repeated or very serious acts of unacceptable behaviour, the headteacher may permanently exclude a child. School Governors must be notified on the day this decision is taken.

5 The role of parents

5.1 The school works collaboratively with parents in order to promote consistent messages about how to behave at home and at school.

5.2 We explain our expectations of behaviour in school communications and on our website, and we expect parents to support these.

5.3 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. We inform parents if we have concerns about their child's welfare or about behaviour that persistently falls below our expectations or about a single instance of exceptionally poor behaviour.

5.4 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 the concern remains following this, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 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.

6.2 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.

7 Fixed-term and permanent exclusions

7.1 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.

7.2 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.

7.3 The headteacher informs the Local Authority and the chair of the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

7.5 The governing body has a disciplinary committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6 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 Local Authority, and consider whether the pupil should be reinstated.

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

8 Monitoring

8.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Behaviour issues are regularly discussed at staff meetings and incident reports are kept when appropriate.

8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.4 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.

9 Review

The governing body reviews this policy on a regular basis and acts in accordance with new government regulations or recommendations for improvement.