



ST HELENS PRIMARY SCHOOL

BEHAVIOUR POLICY

Overview

‘To treat others as you would wish them to treat you’

This policy aims to ensure that all members of the school community – staff, pupils parents and governors are fully involved in supporting a consistent approach to behaviour, and in promoting inclusion. This means responding to the different needs of our pupils by identifying and minimising barriers to learning and using resources to support successful participation in school life.

Teachers and pupils relationships must be built on mutual respect and trust in the same way that we expect pupil relationships with peers must be built on respect, trust, friendship and tolerance for each other’s wishes.

Aims

To encourage a calm, purposeful and happy atmosphere within the school

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour

To have a consistent approach to behaviour throughout the school with parental cooperation and involvement

To raise awareness of appropriate behaviour

To foster positive caring attitudes towards everyone where achievements are acknowledged and valued.

Expectations

Rights and Responsibilities

Every member of our school community has the right to be treated with respect. Children and staff have the need to feel safe and supported in order to reach their potential. This is how we will accomplish this right.

Staff Responsibilities

- All staff are expected to be on time, well prepared and respond to children's learning needs.
- Deal with situations in a calm and firm manner where possible
- Be positive role models to encourage and inspire their children
- Give frequent praise for good behaviour as well as for good work
- Use positive language whenever possible
- Reinforce good behaviour
- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential
- Provide a challenging and relevant curriculum
- To recognise that each child is an individual and be aware of their (special) needs
- Create a safe environment both physically and emotionally
- Analyse their own classroom management performance and learn from it

Pupil's Responsibilities

- Pupils are expected to arrive at school in good time.
- Look after their equipment.
- Co-operate with staff and their peers and focus on their learning.
- Follow the instructions of the school staff at the first time of asking.
- Treat others with respect.
- Work to the best of their abilities and allow others to do the same.

Parent's Responsibilities

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- Foster good relationships with the school
- Be aware of the school's expectations

Implementation

In order that we can all work and learn in a safe and happy environment it is necessary that we have specific rules which we all understand and agree to. Our

rules consist of positive statements of expected behaviour and clear routines to reinforce order in the classroom and around school.

Classroom Expectations

The expectations for each classroom will be decided at the start of each academic year in discussion with the pupils..

Playground Rules

They are discussed and agreed with the children and are the focus for assemblies during the first half of the Autumn Term.

Promoting appropriate behaviour

We believe that children need to be taught social skills and to develop responsibility for their actions. They need to be given the strategies to respond to a range of situations and challenges. We aim to achieve this through:

Circle time providing opportunities for children to explore issues and build self-esteem.

School Council offering opportunities for children to develop a sense of responsibility and participate in decision making.

Induction support for new staff and guidance for supply teachers to ensure consistency in routines and behaviour management.

Reinforcing and Rewarding Appropriate Behaviour

We have a reward system in place in order to recognise positive behaviour and attitudes in our pupils. We ensure that it is clearly understood by all pupils why these rewards are given. Younger pupils receive stickers, all pupils can receive house points and Head teacher stickers. Every Friday the assembly celebrates children's hard work and good behaviour

Lunchtime Awards

Lunchtime staff recognise positive or improved behaviour by awarding pupils house points, merits and stickers

Communication with parents

Children's achievements and progress are reported to parents in a variety of ways – through termly open evenings, annual reports, and informal meetings and on occasions by letter. Pupils are praised in front of parents and their peers through the weekly Sharing Assembly.

Responding to Incidents

We believe that the staff's approach and attitude should be a model for children in how to handle conflict or deal with anger and frustration.

When dealing with an incident staff should use agreed de-escalation techniques to diffuse a situation and allow the child to recover their composure before attempting to speak with them. Children must be allowed the opportunity to explain in their own words what happened, while being encouraged to take responsibility for their actions by reflecting (Stop and Think) and considering how to make a good choice. They should be made aware of the consequences of their actions and given every opportunity to make amends for their mistakes.

Additional Strategies to support inclusion:

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the Behaviour Lead will ensure that individual behaviour support plans are in place. In addition to this, we want to:

- Encourage children to take responsibility for their actions.
- State clearly what is right and wrong.
- Explain what acceptable and unacceptable behaviour is.
- Provide a clear, consistent structure for behaviour management throughout the school.

Sanctioning Inappropriate Behaviour

While we wish to promote good behaviour and attitudes through a system of rewards, we recognise that a system of sanctions is necessary for times when pupils are unable to keep the rules. As with rewards, sanctions, and the reasons for which they are used need to be made explicit. For younger children any sanctions should be relevant and immediate. Sanctions which may be used are verbal warnings, the withdrawal of privileges such as Golden Time, time out, referral to the Head teacher, missing playtime and/or lunchtime, exclusion from school trips and as a last resort fixed time exclusion from school.

Verbal Warnings

These are given by teachers and other adults where there is a minor incident or the first occasion of an incident.

Withdrawal of Privileges

This may occur when a verbal warning has already been given or for the first incidence of a more serious nature.

Time Out

This will be given when a pupil needs to be removed from a situation to prevent a more serious situation arising, and should be for a specific time. A sand timer or clock can be used for young children and one minute for each year of age is an appropriate guide for timing. There should also be clear expectations of their behaviour during the time-out period. The pupil should be under adult supervision at all times. The adult should avoid talking to or reprimanding the child during this time, and as soon as they re-enter into the room they should find an opportunity to comment positively on their behaviour.

Referral to the HeadTeacher

Pupils may be referred to the Head teacher or Senior Teacher for more serious incidents, or when a particular behaviour recurs. Whenever a pupil is referred to a senior member of staff this will be recorded in the Incident File, and in cases of Racist, Homophobic, Biphobic or Transphobic behaviour it will be recorded in the separate books in the staffroom and reported to the L.A through the usual procedures.

Notification of Parents/Carers

Where a teacher has concerns regarding a pupil's behaviour they may request a meeting with parents, this may be a short conversation at the end of the day but should always take place privately. Parents will be contacted and offered an appointment to discuss a pupil's behaviour and any further action when it is noted there is an ongoing concern or when involved in serious incidents, including those of a racist or homophobic, biphobic or transphobic nature. Conversations with parents will be logged on the form provided in Appendix One and filed in the central office.

Exclusion

We aim to be an inclusive school where exclusion from school is very rare, however we recognise that in exceptional circumstances, when the safety or wellbeing of staff and pupils may be under threat, that exclusion may ultimately be used. If exclusion is ultimately the only alternative, guidelines published by the DfE and LA procedures must be followed and the Chair of Governors will be informed. See appendix 2.

Adults should always ensure that their actions are fair and reasonable and that the reasons for decisions are made explicit to all those involved.

Persistent Behaviour

Pupils whose inappropriate behaviour is more frequent or persistent than others will be assessed to see if there are underlying special needs and receive support in order to modify their behaviour. This may take the form of a Positive Handling Plan in order to tailor de-escalation to the individual child. Both plans will always be shared with parents and carers.

Severe Behaviour

Unprovoked physical violence towards members of staff or peers will result in immediate fixed term exclusion. Parents will be contacted and asked to collect their child. At the end of the exclusion period a return to work interview with parents and staff will be undertaken.

Further acts of violence could result in an extended period of exclusion or permanent exclusion after referral to the Island Behaviour Unit. See Appendix 2.

Physical Intervention

We follow the Hampshire Guidelines for Physical Intervention and have adopted their policy. Some staff will receive MAYBO training, and all staff are taught to use a range of de-escalation techniques. Physical intervention is a last resort, and is used to prevent a child from hurting themselves or another child or adult. When physical intervention is used the staff member involved should fill out an incident form completing all boxes as accurately as possible and inform parents immediately.

Links with other school policies and practices

This policy links with a number of other school policies, practices and procedures including;

- Anti Bullying Policy
- SEN policy
- Restrictive Physical Intervention Policy based on Hampshire Guidelines

Monitoring

Behaviour

Serious breaches of behaviour or ongoing behaviour issues from pupils who are causing concern should be logged by filling in the form in Appendix 1 and stored in the Behaviour File in the central office. The staff member should also bring their concern to the attention of the Head teacher, and be prepared to discuss their strategies to modify the behaviour and share underlying concerns.

Behaviour at lunchtime

The MSA's will be expected to fill in a lunchtime behaviour book with a short account of any more serious lapses in behaviour. They should inform the class teacher at the end of playtime with details of any sanctions used, and share any incidents of positive behaviour with the school community.

Policy and Practice

To ensure this policy is consistently and fairly applied the Head teacher and Senior teacher will monitor how it is implemented across the school. All members of the school community will be consulted each time the policy is reviewed.

Reports to Governors

Regular reports regarding behaviour within the school are made to the governors through the termly Head teacher's report. The Chair of Governors will be informed when a child is excluded from the school

APPENDIX ONE

Form for Recording Serious Incidents

| Name of Pupil | Date and Time of Incident | Adults Involved in Incident |
|---------------|---------------------------|-----------------------------|
| | | |
| | Account of Incident | Sanctions Applied |
| | | |

| Were parents contacted? | Brief account of conversation with parents. | Next steps |
|-------------------------|---|------------|
| | | |

Appendix Two



The decision to exclude

The Headteacher (or the most senior teacher in their absence), is the only person who can take the decision to exclude a pupil from school.

When a pupil is excluded parents/carers must be notified immediately, ideally by telephone, followed up by a letter.

The school must explain:

- the reason(s) for the exclusion;
- the parents/carers right to make representation to the Governors Discipline Committee;
- the arrangements made for setting and marking work during the exclusion, and for full time provision if the exclusion is for more than 5 school days;
- the parents/carers right to see their child's school record.

There are two types of exclusion:

1. Fixed period, which can range from half a day to a maximum of 45 school days in a school year. (A child can also be excluded for lunchtimes.)
2. Permanent.

Length of exclusion

Exclusion for more than 5 school days

- If any exclusion is for more than 5 school days parents/carers can request a meeting of the schools Governors Discipline Committee to review the exclusion. The Governors must agree to this request and must meet within 50 school days.

Exclusion for more than 15 school days

- When exclusions total over 15 school days in a term, the Governors Discipline Committee must arrange a meeting to consider the exclusion within 15 school days to which parents/carers and a LA representative must be invited.

Permanent exclusion

- When exclusion is permanent, the Governors Discipline Committee must meet to review the exclusion between the 6th and 15th school day following the permanent exclusion. Parents/carers and an LA representative must be invited to the review meeting

Appeals

Even if the parents/carers did not attend the Governors Discipline Committee meeting, they have the right to appeal to an Independent Appeal Panel if the Governors Discipline Committee upheld the decision to exclude. If you wish to appeal, please state your reasons in writing to the Senior Democratic Services Officer, Democratic Services Team, County Hall, Newport, IW, PO30 1UD.