

Helmingham Community Primary School

BEHAVIOUR POLICY

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Date: February 2016

Parent consultation: January 2016

Pupil consultation: November 2015

Approved by:

Date of approval:

To be reviewed February 2019

Behaviour Policy

Rationale

In order to provide a learning environment, which promotes the highest achievements and has high expectations of all pupils, effective behaviour management is essential. For all pupils to achieve high standards pupils need to understand and demonstrate positive behaviour and attitudes. In order for pupils to acquire these it is necessary that all staff adopt, promote and encourage positive behaviour and attitudes. The purpose of this policy document is to provide pupils, parents, carers and staff with clear guidance on the school's expectations with regard to behaviour and an understanding of how the school will manage behaviour.

Aims

1. To ensure that all pupils have entitlement to a broad, balanced and relevant curriculum that has the flexibility to respond to the diversity of needs.
2. To ensure that all staff have high expectations of all children and demonstrate this.
3. To ensure equality of opportunity for all pupils.
4. To ensure that all pupils are educated in a caring environment in which all individuals are valued.
5. There must be an emphasis on rewarding appropriate behaviour rather than focussing on inappropriate behaviour.

Objectives

1. Pupils show through their actions that they know what constitutes appropriate behaviour.
2. Pupils will be considerate, courteous and relate well to each other and adults.
3. Pupils take responsibility for their own actions, appropriate to their age and maturity.
4. Pupils develop self esteem; self discipline and adhere to high standards of behaviour, which contribute to effective learning.

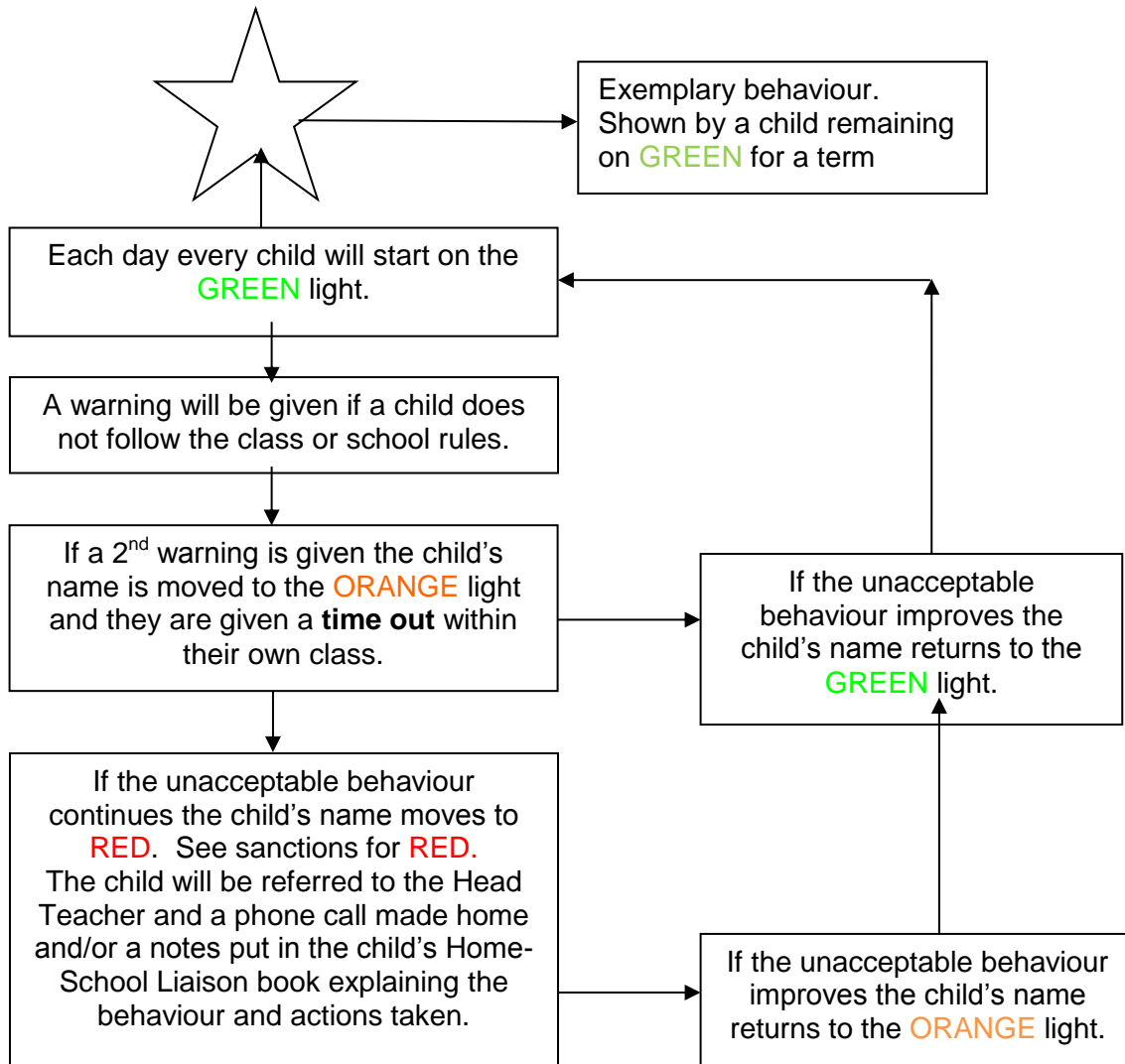
Procedures

1. Classroom discipline plan. Each classroom has a clearly displayed discipline plan. This will clearly state the behaviour that is expected of everyone in the classroom. There will be no more than 6 behaviour rules and will be expressed positively. These rules should be agreed by the teacher and each class at the start of each school year and will reflect the 4R's (respect, relationships, responsibility and reflection). This is included in the PSHE scheme of work.

Rules for acceptable behaviour in class should encompass the fundamental rights of children in school and the 5 key outcomes from Every Child Matters.

- The right to be safe. This includes both physical and emotional safety.
 - The right to be treated with respect and dignity. This goes for all members of the community in their relationships with others.
 - The right to enjoy and achieve. This includes the right to teach.
 - The right to make a positive contribution.
 - The right to develop economic well being.
2. Rewards. The potential to deliver some immediate and positive consequences following a pupil's good behaviour provides a means for strengthening such behaviour. Included in the classroom discipline plan should be a menu of rewards that meet the needs of all children. (See Rewards policy)
 3. Sanctions. These must be applied consistently and will be published as part of the class discipline plan. The whole school system includes traffic lights, which start afresh each day. This process applies to the classroom and school rules.

This procedure will be followed



There may be children who have an **individual behaviour plan** which will need to be followed and the traffic lights may not be appropriate. The class teacher should ensure that all staff are aware of such cases and know of appropriate strategies to use.

Following move to **red** pupils will:-

- Be removed from class and work completed away from the classroom for a period of time
- Required to make a written and/or verbal apologies
- Parents are informed though a phone call and/or in the child's Home – School communication book

Sanctions may also include:-

- Loss of privileges e.g. organising a club, eating on their own
- Completion of tasks contributing to the school e.g. picking up litter
- Exclusion from golden time
- Withdrawn from break or lunch time
- Record of behaviour across a period of time to be reported in Home-School communication book.

The school will work with parents and carers of children who are **repeatedly on red** and will refer to external agencies, such as the behaviour support service, County Inclusive Resource, Educational

Psychologist, Inclusion team, CAHMS, for support where required. Parents will be expected to engage in this process to get the best possible support for their child.

When applying these sanctions the age of the child and type of incident will be considered. These sanctions will be applied by all staff and everyone made aware of action that has been taken. This will ensure consistency across the school.

Immediate Red

An immediate move to red may be triggered by a serious incident such as biting, kicking, thumping. Parents of all children involved will be informed of these incidences verbally and in writing where appropriate and informed of the action taken. Such incidences are recorded and the follow up action noted on a behaviour log (Appendix 1).

Exclusions

At Helmingham, we follow the exclusions policy suggested by Suffolk LA.

Exclusion is used as a last resort when all other channels have been exhausted and all school levels of sanctions have been tried. This applies to all pupils including those with special educational needs. The special educational need may explain the behaviour but not excuse it. The Headteacher and designated person (Senior teacher) have the power to exclude a child.

It will be considered:

- When a child puts themselves or others at risk of harm including fighting in class, physical, emotional (including bullying and racism) or sexual abuse of another child
- In circumstances of continuous misbehaviour which jeopardise the learning and well-being of others including persistent non-cooperation with a member of staff

At the end of an exclusion, the family and child will be invited to meet with the head teacher to review the behaviour that led to the exclusion. At the meeting the head teacher will outline:

- The incident that led to the exclusion
- The support that the school will give the pupil in order that they avoid further exclusions
- Strategies that the child should use if they find themselves in a similar situation that led to the exclusion
- The type of behaviour that may led to further exclusions
- How the family can support their child and the school

Fixed term exclusion

The Headteacher has the power to exclude a child for up to 15 days. If the period is for more than 5 days the Headteacher will inform the LA.

Parents will be informed by phone if possible and in writing. An appointment to resolve the matter will also be arranged at the same time. Parents will be informed of their rights to make representation to the governing body and LA.

The governing body will be informed of all exclusions on the day or following day of exclusion. For exclusions of more than 5 days the governing body reserve the right to reinstate the child.

Permanent exclusion

Where a child is to be permanently excluded the parents will be informed in detail of the reasons for exclusion. Parents will also be informed of their right to make representation to the LA and/or governing body.

The Head teacher will notify the LA and governing body. A governors meeting will be held to confirm the decision or reinstate a child. Parents will be informed of their right to appeal.

4. Lunch time behaviour

Rewards

Children who demonstrate good behaviour during lunchtime will be issued with a raffle ticket. At the end of the week one raffle ticket is drawn and the winning child is able to

- Select a pudding to be cooked
- Choose from a box of treats e.g. pencils, notebooks etc.
- Choose an activity to do with a friend e.g. iPad time, Top trumps

Sanctions

Inappropriate behaviour at lunch time is logged and the headteacher is informed in writing. Where 3 of these written notes are received the child will be withdrawn from lunchtime break for a period of up to 5 days and where appropriate the sanctions above applied. During this time they will review their behaviour and learn appropriate strategies to cope during lunch times.

5. Classroom Management. Classroom management routines must be clear for both children and all staff. These routines include procedures for pupil discussion, movement around the classroom, collection of work, what pupils should do when they have completed their task, treatment of others and participation in lessons.
6. Non teaching staff. All non-teaching staff should use the school behaviour and reward system and encourage good behaviour through positive reinforcement. They should also adopt the agreed sanctions. This includes all administration and mid-day staff.
7. Conduct around school. Every one should aim to make our school a place where effective learning happens. Children should walk quietly around school. Good manners should be used e.g. saying please and thank you, holding doors open. Every attempt should be made to keep the environment clean and tidy and all property should be treated with respect.
8. Equal opportunities Equality of opportunity is a fundamental right for all children regardless of, for example, gender, race, cultural or social background, religious belief, physical characteristics, or educational needs. All children at Helmingham Community Primary School will have equal access to all areas of the curriculum.