

Pennoweth Primary School

Behaviour Policy

**Reviewed by
Mr R Adams**

**Agreed by the Full Governing
Body on 3rd October 2018**

Next Review Date: October 2019

Pennoweth Primary School - Behaviour Policy - Updated October 2018

Please Note:

This is intended as a central policy for all staff working at Pennoweth. As such, it will be applied in the majority of cases; however it is important that staff are free to use their professional judgement when dealing with behaviour issues and there may be discretionary exceptions and a degree of flexibility where and when required.

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 are a caring community, whose values are built on mutual trust and respect for all. The school 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. It aims to promote an environment where everyone feels happy, safe and secure. We work to the strong principles of ‘do and say things that will make people feel good’.

1.2 We have a school code of conduct, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 We expect every member of the school community to behave in a considerate way towards others. We expect all children to understand that they are responsible for making the right choices about their behaviour.

1.4 We treat all children fairly and look to apply this behaviour policy in a consistent way, but with the option to use professional judgement as and when appropriate.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 We reward good behaviour, as we believe that this will develop an ethos of kindness, co-operation and celebration. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Summary of Aims:

- To enable children to feel good about themselves and have respect for others.
- To promote positive behaviour and attitudes.
- To promote feelings of self-worth through praise and reward systems.

2 Rewards and Sanctions

(for Key Stages One and Two)

At Pennoweth we praise and reward children for good behaviour in a variety of ways:

Verbal praise as an instant recognition of good behaviour.

Stickers are awarded to pupils as recognition of ‘being caught doing something good’.

'Golden Time' takes place (on Friday afternoons) and is a reward for all pupils for consistently good behaviour (Foundation Stage 2 onwards). Pupils are encouraged to regain any time they have lost, but are only able to earn up to half back each week and must earn the time back by improving the poor behaviour they lost the time for, e.g. if a child lost golden time for not following instructions, they can only earn the time back by demonstrating they can and do follow instructions.

Post cards are sent home in the post in recognition of exceptional behaviour or achievement. A 'note from the teacher' may be sent home to indicate very good behaviour, learning or manners.'

Mundia Awards are issued by lunchtime staff as a reward for consistently good behaviour. A winning ticket for a pupil from each key stage is drawn at our weekly Celebration Assembly.

At our weekly Celebration Assembly, we gather as a whole school to share in the successes of pupils. 'Pupil of the week' certificates are presented to pupils from each class for exemplary behaviour, work, attendance and improved effort. House-points are given by teachers and support staff to pupils as recognition of good behaviour, learning or manners (Year 3-6, each house-point earns one sticker).

2.3 We employ a number of sanctions to enforce the school code of conduct, and to ensure a safe and positive learning environment. Each sanction is applied appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. We operate a system where children are sent to another class when other sanctions are not working.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher or teaching assistant records the incident and the child is spoken to by a senior member of staff. 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, with a view to improving the behaviour of the child.

The progression of sanctions is as follows; however extreme inappropriate behaviour can result in a pupil being placed on a higher stage depending on the severity of the incident.

Stage 1

- Verbal warning (when practical) and name placed on board.
- Second warning and '1' placed on board next to name.
- Final warning and '2' placed on board next to name.

Stage 2

- Loss of golden time in 5 minute stages.

If all golden time is removed:

Stage 3 - Refer to Transition Phase Leader

- Continued unacceptable behaviour – Red Card and child sent to another class for ‘Cool Down’.
- Loss of after school clubs.
- Child placed on report for one week
- Parents contacted by Transition Leader
- Progress reviewed by teacher, Transition Leader, parents and child.

If the child has had a good week, remove off stage 3. If no progress, child referred to Transition Leader and placed on Stage 4 if necessary.

Stage 4

- Report card
- One week of lunchtime detentions (KS2), one day (Year One) or three days (Year Two)
- Loss of break times (children sent to stand with member of staff on the playground) and after school clubs
- INCo becomes involved
Pastoral Support Plan put in place in nearly all cases (Individual Behaviour Plan or chart system operated)
- Liaison with outside agencies if required

If the child has a good week, remove from Stage 4 and place on Stage 3.

The behaviour of children is discussed at Transition Phase Leader stage and Senior Management Team meetings to decide upon best cause of action.

Any child may go straight to stage 3 or 4 depending on the severity of the behaviour. Consequences can be implemented during the whole school day and by all members of teaching staff and support staff in liaison with the class teachers and SMT.

Incidents of unacceptable behaviour are logged in class behaviour logs/break time/lunchtime logs. When reports cards and red cards are complete, the group leader needs to sign and comment and passes to admin. Records of red cards and number of lunchtime incidents will be logged weekly by admin and filed in SEN files.

Class rules are discussed with children both in their classes and at assembly times. These are agreed and discussed/revisited regularly.

2.3

Key Stage 1+2 Golden Rules

Examples of this could be:

We are gentle.
We are kind and helpful.
We listen.
We are honest.
We work hard.
We look after property.

2.4

Foundation Stage Rules

Examples of this could be:

We always try to:

Be kind to each other
Look after equipment, toys and games
Listen carefully to grown-ups and do as they ask
Move safely around our school and classroom

Sanctions

Verbal Reminder
Verbal reminder with choice loss of Golden Time (FS2)
Time out (max 5 mins)
Time out in other FS/KS1 Class

Continued unacceptable behaviour will result in the child being taken to the FS leader for time out and parents contacted by FS leader. A daily positive behaviour chart to be shared with parent/carer. After one week the child's progress will be reviewed by the class teacher, FS leader, child and parents. If no progress has been made, the child will be referred to the Transition Leader.

2.5 The class teacher discusses the school code of conduct with each class. In addition to the school code of conduct, each class also has its own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

2.6 We do 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 (see Anti-Bullying Policy).

2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Pupils should not be restrained other than by trained personnel trained in 'Team Teach'. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The use of restraint is always a last resort. Where restraint has been necessary, the incident must be reported to a member of the SMT and logged. The actions that we take are in line with government guidelines on the restraint of children

3 The role of the class teacher

- 3.1 It is the responsibility of the class teacher to ensure that the school code of conduct is enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they 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 rules consistently. The teacher treats all children in their class with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of significant incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Transition Phase Leader and follows the progression of sanctions.
- 3.5 The class teacher and INCo liaise with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the education welfare officer, multi-agency team or LA behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class and may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Headteacher

- 4.1 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 the implementation of the policy.

- 4.2 Records will be kept of all reported serious incidents of misbehaviour.
- 4.3 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school code of conduct in the school prospectus, and we expect parents to read these and support them.

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. It is important to build a supportive dialogue between the home and the school, and school informs parents immediately if we have concerns about their child's welfare or behaviour.

5.4 The school uses reasonable sanctions and 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 Transition Phase Leader or Headteacher. If parents believe that the matter has not been dealt with in a satisfactory manner then complaints can be made to the Governors in accordance with the 'Complaints Procedure'.

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 LA and 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 discipline committee which is made up of three 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 LEA, 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.

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The year group leaders and deputy headteacher records those incidents where a child is sent to him/her on account of bad behaviour. The school also keeps a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book. These are discussed with the year group leaders on a daily basis, and time is given at a weekly meeting to discuss pupil issues with the deputy headteacher.

8.3 The headteacher keeps a record of any pupil who is referred as part of positive inclusion, 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 positive inclusion referrals, fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 The governing body reviews this policy every two years. They 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.

Signed:

Date: