

Holywell Church of England Primary School



# Behaviour Policy

**Updated by: Paul Baddeley**

**Date: January 2020**

**Review date: January 2022**

## **Aims**

In accordance with our ethos we set high expectations for behaviour and aim to equip every child with the social skills and attitudes that will remain with them for life. We provide a safe, caring and stimulating environment where children achieve high standards of attainment and develop their social conscience. Our behaviour policy supports our commitment to the development of the 'whole' child as an integral member of the school community. It is based on the Christian values which underpin our whole school ethos.

It is a primary aim of Holywell C of E Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. As a church school, our Christian Foundation is extremely important to us and is evident in every aspect of school life, but most importantly our aims, culture and values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. Through the use of this policy the school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement.

## **Staff Responsibility**

Behaviour Management is the responsibility of all staff at Holywell C of E Primary School.

## **Role of the Headteacher**

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. 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. The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism. 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. These actions are taken only after the school governors have been notified.

## **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher must be a role model for the children and treat each child fairly, and consistently. The teachers treat all children in their classes with respect and understanding. The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class. The Role of Support Staff Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour as well as informing them of outstanding behaviour.

## **The Role of Parents and Carers**

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

## **Our Values At school**

We expect all children to follow the example of the school's Christian Values which set out our expectations for all children to have exemplary behaviour for learning. Following these values means demonstrating the following:

Respect – Treating others as we would like to be treated.

Service – Helping others where and when we can.

Generosity – Sharing our time with each other

Thankfulness – Showing appreciation for the efforts of others

Justice – Making sure that things are fair for everyone

Forgiveness – Accepting that we all make mistakes and not holding things against people.

Friendship – Always being a good friend to others

Compassion – Showing consideration for everyone and every part of the school

Courage – Making brave and positive choices about our behaviour

Perseverance – Always keep trying to do the right thing no matter how difficult

Trust- Being able to rely on one another

Truthfulness – We are honest in all things.

## **Implementation at Holywell CE Primary School**

This policy is an integral part of school life. It is fully supported in the Home School Agreement which reinforces the importance of strong partnerships between home and school. Teachers, parents, governors and visitors to the school are expected to model high standards of behaviour, both in their dealings with the children and with each other. The importance of outstanding behaviour is continually reinforced through the curriculum and during Collective Worship.

## **Rewards**

Children are rewarded with:

- Praise verbal and written
- Team Points
- Weekly Values Certificates
- Visits to the head teacher for especially good work.
- Record being made on the school management system.

### **Team Points**

Every child throughout school is allocated to a colour team (green, yellow, red or blue). Children are encouraged to take collective responsibility for standards of behaviour therefore they are awarded with team points for their team when they are recognised for demonstrating the Christian values or for showing particular effort in a specific piece of work. Team points can only be awarded one at a time. The winning team is recognised in celebration assembly at the end of the week and there is a central display in school so that all children can see how many times their team has won. The team with the most points over a half

term are awarded with an extra playtime. This is an opportunity for each team to work together as a group and reflect on the Christian values.

### Weekly Values Certificates

Each week the class teacher will pick a child from their class who they have noticed demonstrating one of the Christian values particularly strongly. This child will then be presented with a certificate appropriate to that value in the weekly celebration assembly and the reason for the certificate will be shared with the school. The certificates will be displayed in the school hall for the term so that there is the opportunity to share this positive behaviour with the whole school community. In lieu of taking the certificate home immediately the child will be presented with a star badge so that their families are aware that they have received an award at school. One certificate in the year is a bronze star, two is silver and three is gold. The child wears their badge for the week before returning it before the following celebration assembly. There is no expectation that the teachers will award the certificate to every child in their class throughout the year and some children may receive it on multiple occasions.

Visits to the head teacher for especially good work.

On occasion a class teacher may be so impressed with an individual piece of work that they send the child to the head teacher for special recognition. A special sticker will usually be awarded for this.

Record being made on the school management system.

When a child receives a values certificate or is sent to the head teacher for good work, the head teacher will make a record on the school management system for future reference.

## Sanctions

If behaviour falls below expected standards the following sanctions are applied:

In KS2

- Children initially receive a verbal warning
- If the adult has to speak to the child again; behaviour continues to fall below this expected standard after this initial verbal warning, the child's name is written on the board which equates to a final warning.
- If the behaviour persists then the teacher will make a record on the school's management system and the child will lose five minutes of their next break time.
- If the behaviour persists further then the child is sent to the head teacher or most senior member of staff available who will apply an appropriate sanction which may include missing the next available playtime. The child's parents/carers are likely to be contacted by the head teacher or senior member of staff to discuss the matter as well as the incident being recorded on the school management system.
- If a child is regularly losing five minutes of play time but not being sent to the head teacher/senior member of staff then the class teacher will contact parents/carers to discuss concerns

In KS1

The children have a visual representation of the system above with a cloud and rainbow system. All children start each day with their name on the 'sunshine' and hope to remain there. If a child has received a

warning, their name is moved to the cloud. If the child continues to display poor behaviour choices their name will be moved on to a darker cloud. Children rarely make it onto the 'black' cloud as they quickly redeem themselves and move back to the sunshine where their choices are celebrated. Children may also move to the 'Rainbow'. This may be for exceptional work, helping others and generally living the Christian values.

#### Whole School

A more serious misdemeanour results in a child being sent immediately to the head teacher or a senior member of staff who will apply an appropriate sanction which may include missing the next available playtime. The child's parents/carers are contacted by the class teacher or the senior member of staff to discuss the matter as well as the incident being recorded on the school management system.

If a child's behaviour continues to be disruptive they may be put on an Individual Behaviour Plan

#### Fixed Term and Permanent Exclusions

The school does not wish to exclude any child from school however there may be occasions when this course of action is unavoidable. In these situations the school will act upon the guidance provided in the following documents:

- Exclusion from maintained schools, academies and pupil referral units in England (September 2017) Published by the DFE and available to view at <https://www.gov.uk/government/publications/school-exclusion>
- Guidance on exclusion from school (October 2015) Published by Cambridgeshire County Council and available from the school

Both of these documents give detailed information relating to the circumstances under which a child may be given a fixed term or permanent exclusion and the correct procedures and protocols to follow.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for Education, Health and Care Plans and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

#### **Physical restraint/reasonable force**

Reasonable force may be used by all members of the school staff as a last resort

It is important to recognise that the use of restrictive physical interventions needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991).

These are based on the assumption that every child and young person is entitled to:

- Respect for his or her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security
- The right not to be discriminated against in his/her enjoyment of those rights

Restrictive physical interventions need to be pupil specific, integrated with other approaches and clearly part of the pupils Behaviour support plan and Risk Assessment. They must not become a regular way of managing pupils or as a substitute for providing other training to staff. In Cambridgeshire the term 'restrictive physical intervention' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention' is defined by the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...' There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be necessary, reasonable and proportionate to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

Reasonable force cannot be used:

- As a punishment – it is always unlawful to use force as a punishment. It is a criminal offence to use physical force, or to threaten to use force (for example by raising a fist, or using verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfES/DoH 2002)

All cases of the use of reasonable force are recorded by the school. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **Searching Pupils**

Here at school we may search a pupil, with their consent in any situation considered necessary for the safety of pupils. Consent is not required if the search is for prohibited items such as knives, weapons and alcohol. More detailed advice on confiscation and what must be done with prohibited 7 items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

### **Review**

This policy is written in consultation with the school community and will be reviewed every 3 years.

Signed: \_\_\_\_\_ Chair of Governors      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

Annex to Behaviour Policy From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to): · spitting · repeated disregard of social distancing rules · not staying in their class bubble We will work together with the child, parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.