



## Old Hall Primary School

### Behaviour Policy

#### Aims and Expectations

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. Pupils are encouraged to be responsible for their behaviour outside school and in the wider community eg visits. Pupils know that good behaviour is expected at all times.

The school expects every member of the school community to behave in a considerate way towards others. The older children model good behaviour and help the younger children to learn the rules.

We treat all children fairly and apply this behaviour policy in a consistent way.

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.

#### Rewards and Sanctions

We praise and reward children in a variety of ways;

- Staff give verbal praise and acknowledge good behaviour.
- Staff give house points which are totalled and shared during Celebration Assembly.
- Each week we nominate a child from each class to receive a Star of the Week in a Celebration Assembly.
- Achievement is celebrated each Monday in assembly
- Stickers are given to congratulate children for good behavior including good manners.
- During the weekly Celebration Assembly certificates are given for good behaviour at lunchtime and Citizenship Awards for excellent manners.
- The Midday Supervisors award VIP Diner Awards for excellent behaviour and manners- the children chosen sit at a Top Table and select a dining partner.
- Class based bespoke reward systems.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction 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 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 or stay in during playtime to finish a task.
- If a child is disruptive in class, the teacher reminds them of the desired behaviour. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he is ready to work sensibly again with others (5/10 minutes) eg wait outside classroom, sent to another class, sent to Head. Persistent disruptions may result in internal exclusions and possible exclusion.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the child stops the activity and the child is prevented from taking part in the rest of the session. Persistent and regular recurrences may result in a possible exclusion.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents, usually at the end of the school day, to arrange an appointment to discuss the situation with a view to improving the behaviour of the child. At this point behaviour is recorded formally. The victim's parents will be contacted.
- Pupils may be asked to write a letter of apology.
- Individual Behaviour Plans may be completed and shared daily with parents. This provides a daily dialogue between school and home.

The class teacher discusses the school rules with each class. In addition to the school rules and British Values, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in school knows the standard of behaviour that we expect in our school. If rules are broken the class teacher discusses these with the whole class during a Circle Time session or class assembly.

The school does 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. Both the bully and the victim will be interviewed and the discussion recorded. We have a Bullying to record any incidents. The parents of all the children involved will be informed.

### **Playground Conduct**

- Pupils must stay in the play area unless they have permission to go inside.
- Respect each other at all times
- When an adult raises their arm pupils should stop straight away, put their hand up, stand still and listen for an instruction
- Walk into school one class at a time
- No ball games in the playground before school
- Only one large ball during playtime ( KS2 football). There is a rota for football.
- A basket of equipment will be available for all children to share at lunchtime

### **Dining Room Conduct**

- Clean your hands
- Walk in a sensible manner to and from the queue
- Be polite to the staff and others. Always say please and thank you.
- Eat with the cutlery
- Speak to each other in a respectful and quiet manner
- Go straight out after putting their tray away
- Respect others

The Midday Supervisors continue to enforce the school Behaviour Policy. The class teacher is informed of any significant incidents at the end of lunchtime. A member of staff is always available during the dinner break to deal with any serious issues.

### **Exclusions**

The ultimate consequence of inappropriate behaviour is exclusion. This will be for a fixed term or else permanently. A child is excluded when his or her behaviour puts other people at risk or is a serious or repeated breach of school rules. Occasionally, it may be appropriate for a child to be excluded at lunchtimes because his or her behaviour is unacceptable.

In situations relating to exclusion, the welfare and educational entitlement of the majority of children who may be adversely affected by the behaviour of the child to be excluded would be the prime consideration.

Exclusions will rarely come “out of the blue”. Only in very exceptional circumstances would this happen (e.g. a particularly aggressive assault on a child or adult). Parents will be informed before the exclusion that further inappropriate behaviour on the part of the child will result in exclusion.

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

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

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.

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

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 him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from an Assistant Head Teacher.

The class teacher reports to parents about the progress of each child in their class, 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, preferably after school if the parent is working. Parents will be informed should any pattern appear in a child's behaviour and an individual plan may be put into place. Parents of children with medical conditions which can affect their behaviour will be more actively and regularly involved in discussions relating to their child's behaviour.

Children have a 'fresh start' each day.

### **The Role of the Teaching Assistant**

The Teaching Assistant will support the class teacher to apply the school behaviour policy. They will act as good role models and enforce the expected behaviour. They will refer a child to the Class Teacher as necessary.

### **The Role of The SENCO**

The SENCO liaises with external agencies, as necessary, to support and guide the progress of each child. The SENCO may, for example, discuss the needs of a child with the behaviour support service staff. An intervention programme may be arranged and an Individual Behaviour Plan produced.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout school, and to report to governors, when requested, on the effectiveness of the policy. Serious incidents including bullying and racial harassment are recorded in the termly Head Teacher's

Report. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps a record of all reported serious incidents of misbehaviour and monitors pupils closely if necessary. The Head Teacher will interview all pupils involved in a serious incident and parents will be notified.

The Head Teacher 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 Head Teacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified.

### **The Role of the Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with school, as set out by the Home School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to reprimand 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 Head Teacher. If these discussions cannot resolve the problem, a formal complaints procedure can be implemented.

### **The Role of Governors**

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 Head Teacher in carrying out these guidelines.

The Head Teacher has the day to day authority to implement the school behaviour policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **Exclusions**

If the Head Teacher excludes a pupil the parents are informed immediately giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body via a standard letter.

The Head Teacher informs the LA and Chair of Governors about any fixed term or permanent exclusions. The adopted LA Exclusions Policy and procedures will be followed.

The decision to apply a fixed term exclusion is carefully considered. A fixed term exclusion will only be issued if the behaviour is a serious breach of school rules and appropriate strategies have already been implemented. An exclusion will be issued when the safety of pupils or staff cannot be guaranteed. If a child receives three fixed term exclusions in an academic year the Head Teacher will consult the Chair of Governors to discuss permanent exclusion. A permanent exclusion may be issued immediately if the behaviour is totally unacceptable and uncontrollable.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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 LA, and consider whether the pupil should be reinstated.

If the governor's appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

The Head Teacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded. It is reported in the termly Head Teacher's Report.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

**Policy Date: January 2020**

**Review date: December 2021**