



# **Byers Green Primary School Policy on Behaviour**

**Reviewed by: Mr W. Kirtley**

**Date: July 2021**

## **1 Aims and objectives**

- 1.1 It is a primary aim of our school that every member of our 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. Our behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 To make our school a safe and happy place to learn we have the following rules:
- We can follow instructions at all times.
  - We can treat other people as we would want others to treat us.
  - We can be well-mannered at all times.
  - We can treat all property with respect.
  - We can walk quietly around the school building at all times.

However, our behaviour policy is not primarily concerned with rule enforcement. 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 our school community in aiming to allow everyone to work together in an effective and considerate way.

- 1.3 We expect every member of our school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.
- 1.6 We reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and consequences**

- 2.1 Our school rewards children for good behaviour in a variety of ways:
- Praise
  - 'Chance' tickets (which contribute to a weekly prize draw), stickers and stamps
  - Gold certificates for Achievement, Behaviour or collecting 20 stamps on Reward Chart
  - Platinum certificate and free book from Book Club (10 Gold certificates)
  - Voucher (3 Platinum certificates)
- 2.2 We have a weekly whole school Praise Assembly where certificates are given out by class teachers and the Headteacher. Children are also encouraged to share their achievements out of school by bringing certificates, medals and trophies to this event.
- 2.3 Our school uses a number of hierarchical consequences to enforce the school rules, and to ensure a safe and positive learning environment:
- Verbal warning
  - Recorded warning
  - Recorded warning then Time Out
  - Recorded warning then complete Think Sheet

- Recorded warning then go to Headteacher

We employ each sanction appropriately to each individual situation. Below are some examples:

- 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 reminds him or her of our school rules. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- 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 child, the class teacher records the incident and the child is sent to the Headteacher. If a child repeatedly acts in a way that disrupts or upsets others, we contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

- 2.4 The class teacher discusses the school rules with each class. In addition to the school rules, 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 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.
- 2.5 Our 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see our anti-bullying policy for further information.
- 2.6 All members of staff are aware of the advice regarding the use of reasonable force, as set out in the DfE document: 'Use of reasonable force – Advice for headteachers, staff and governing bodies (July 2013). Teachers in our school do not use force as a punishment. 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 actions that we take are in line with government advice on the restraint of children.

### **3 The role of the class teacher**

- 3.1 It is the responsibility of class teachers to ensure that our school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 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.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 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 the Headteacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service.

3.6 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.

#### **4 The role of the Headteacher**

4.1 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.

4.2 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.

4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 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. This action is taken only after the school governors have been notified.

#### **5 The role of parents**

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain our school rules in the school brochure, and we expect parents to read them and support them.

5.3 We expect parents to support their child's learning, and to cooperate with our school, as set out in the home–school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If we have to use reasonable consequences to a child who has misbehaved, we expect parents to support our actions. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or Headteacher. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

#### **6 The role of governors**

6.1 The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

6.2 The Headteacher has the day-to-day authority to implement school policy on behaviour, but governors may give advice to the Headteacher about particular behaviour-related issues. The Headteacher must take this into account when making decisions about matters of behaviour.

#### **7 Fixed-term and permanent exclusions**

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to the DfE document: 'Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion' in any decision to exclude a child from school.

7.2 Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45

days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 7.3 If the Headteacher excludes a child, 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 and informs the parents how to make any such appeal.
- 7.4 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.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6 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.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **8 Confiscation**

- 8.1 Any prohibited items found in pupils' possession will be confiscated. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

These items will not be returned to pupils.

## **9 Pupil support**

- 9.1 Our school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- 9.2 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10 Training**

- 10.1 Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

## **11 Monitoring and review**

- 11.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him on account of more serious misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes: teachers and lunchtime supervisors pass on details of any incidents directly to the Headteacher.
- 11.3 The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 11.4 It is the responsibility of our governing body to monitor the rate of exclusions, and to ensure that our school policy is administered fairly and consistently. Our governing body will pay particular attention to the Equality Act 2010 and will seek to ensure that no child is treated unfairly in relation to any of the protected characteristics.
- 11.5 Our governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if recommendations are received on how our policy might be improved.

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and the behaviour policy outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.