

A Policy for Behaviour Management

Introduction

At Hillside Avenue Primary and Nursery School we believe that every member of the school community should feel valued and respected, and that each person should be treated fairly and well. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they develop. 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.

Aims

To encourage a calm and friendly atmosphere within the school in which all children can feel valued and can develop self esteem;
To develop the child's own awareness of the difference between right and wrong;
To make the boundaries of acceptable behaviour clear to ensure safety and a positive learning environment;
To enable children to acknowledge the consequences of their actions;
To encourage children to show respect to others and their property;
To encourage children to solve conflicts peacefully;
To foster positive, caring and cooperative attitudes.

Rules

We have agreed five key rules, which we use throughout the school. These are introduced and reinforced during assembly times to the whole school. They are discussed throughout the year in class and used as constant reminders when children have not followed one of the rules.

The Safety Rule- We should always think about the safety of ourselves and others at all times.

The Learning Rule- We should try to work hard and do our best. We should allow others to do the same.

The Property Rule- We should look after our own property and take care with property belonging to the school or other people.

The Respect Rule- Our words and actions should be positive. We should always treat people with respect.

The Communication Rule- We should listen carefully and not call out. We should speak to others, as we would wish to be spoken to.

Rewards

The expectation in our school is that everyone will behave well and keep the school rules. We actively encourage good behaviour by praising the children who are behaving well and pointing out which aspects of their behaviour we are particularly pleased with. We also want reward children who are behaving well.

- Teachers congratulate children who have behaved well
- Children may be sent to the Head Teacher or another class teacher to acknowledge something they have done well,
- Teachers give children house points;

- We give rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school, the rewards are in the form of stickers, certificates, or a mention in assembly. The system for awarding points varies slightly between key stages;
- All children in Key stage one and two have an opportunity to show examples of their best work in Good Work assembly.
- Parents will be told about their child's good behaviour either at the end of school or at parents evening
- Some classes operate a short choosing time on a Friday afternoon for all children who have been behaving well during the week
- Some classes may be given a short period of extra playtime eg to use the climbing equipment

Sanctions

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. These sanctions have been agreed by all members of teaching staff and are supported by Learning Support Assistants and Midday Supervisors. The adult supervising the children at the time always implements these sanctions in the first instance. If this person is not the class teacher then the class teacher should be informed as soon as possible after the incident.

- Children are reminded of the school rules and asked which rule they have broken. They are asked how their behaviour fell short of that we expect at school and what they should have done. This will always be through discussion but older children may be asked to write briefly about these points as well.
- We encourage children who fall out with each other to talk about their actions and feelings calmly together with an adult supporting so they can understand what happened and what they should have done to avoid the conflict.
- In class, children who break the school rules will be reminded in the first instance and asked to put the problem right. They may be told to move to a different seat in the classroom so they can complete work.
- Children may be kept in with the class teacher at morning break or lunchtime for a short period (which will vary according to the age of the child) to finish work, think about their actions or write a letter of apology
- Children may be asked to stand against the wall at playtime so they can still have some fresh air but not able to play with their friends for part of playtime. (particularly if their teacher is on duty)
- In assembly children who are talking may be asked to stand and move to a different place.
- Children may lose the option of free choice activities at the end of the week although this will not affect their curriculum entitlement.
- Teachers may use behaviour charts to support children with behaviour targets. These will focus on the expected positive behaviour.

- The child's parents will be telephoned or spoken to at the end of the day when the incident of bad behaviour involves hurting another child or when the behaviour is more than an isolated incident (at this stage the Headteacher should also be informed) Home school books may be used with older pupils to report back to parents following the initial contact
- During lunchtimes, children not responding to a midday supervisor may be sent to the Headteacher or Deputy. In extreme cases a child may be sent to bring these people to the playground. Some class teachers may be willing to give support.
- Children not responding to class discipline may be sent to another classroom either to be spoken to by another teacher or to work in their classroom.
- Members of the senior management team can be asked to speak to children who have been breaking school rules. This is particularly appropriate for the key stage leaders.
- Parents may be called in for a more formal meeting to discuss behaviour of their child and a plan be drawn up
- Children may be sent to the headteacher or deputy headteacher where the behaviour is persistent or likely to harm other children or adults. In the unlikely event that the child refuses to leave the class the headteacher or senior member of staff will be sent for
- Where a child loses control and becomes a danger to other children the other children should be moved to a safe area.
- Staff may need to intervene physically to restrain children to prevent injury to another child, or if a child is in danger of hurting him/herself. This will always be the least amount of restraint, for the shortest time. Should there be a need to restrain a child, this will be carried out in accordance with the latest DFE guidance.
- In exceptional circumstances, the headteacher or deputy headteacher, may decide that there is a need to exercise powers of screening and searching, if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item. (eg: knives or weapons, alcohol, illegal drugs or stolen items.) Should this be considered necessary, all screening and searching will be carried out in accordance with latest DFE guidance.

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 class teacher liaises with the SENCO to involve external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, during routine parent interviews. The class teacher will also contact a parent if there are concerns about the behaviour or well being of a child in

between these times. Classteachers will keep a record of significant or persistent behaviour issues.

The 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.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. This will be viewed as a last resort after other support and management systems have been put in place. The headteacher will inform Governors, the local authority and parents.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. We explain the school rules in the school brochure, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in 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.

The role of governors

The governing body has the responsibility for adopting these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. Governors are involved more formally as part of the exclusion process

Fixed-term and permanent exclusions

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.

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.

The headteacher informs the LEA and the governing body about any exclusion.

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 LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring and Recording

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.

All staff have a responsibility to monitor and support the implementation of this policy and suggestions for changes may be made at any time and may be incorporated through the addition of appendices.

Teachers and the Headteacher keep records of incidents they are involved with.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Review

The governing body and staff will review this policy every two years.

Updated: February 2012

Agreed by Governors: 8th March 2012