



Behaviour for Learning (including Exclusion) Policy 2021

At Highweek School we have high expectations of children's behaviour. The purpose of this Behaviour Policy is to clarify what we mean by good behaviour within a framework of the rights and responsibilities of governors, parents, children and the staff at the school. It also:-

- Provides a consistent and positive framework which outlines how we should all act towards each other.
- Gives children, parents, governors and staff common expectations and goals.
- Explains how the school encourages good behaviour and discourages inappropriate behaviour.

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

THE LAW

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND). As legislation is often amended and Regulations introduced, the references made in this policy may be to legislation that has been superceded. For an up to date list of legislation applying to schools, please refer to the GovernorNet website www.governornet.co.uk and the Health and Safety Executive website www.hse.gov.uk.

- Education Act 2002
- Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002
- Equality Act 2010
- SEND Code of Practice 2014
- Behaviour and Discipline in School updated January, 2016

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies

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to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

KEY PRINCIPLES

Parents' Rights

Parents have a right to:-

- Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum.
- Be informed regularly (at least termly) about their child's progress and behaviour at school.
- Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate.
- Expect to be able to assist with their child's education through school/parent links.
- Be treated with respect by all members of staff.

Parents' Responsibilities

We ask parents to be responsible for:-

- Getting children to school on time (8.50am) and to collect them on time (3.30pm) or Reception (3.25pm)
- Informing the school on the day of absence or if their child is late.
- Ensuring their child has adequate sleep as the school day can be very tiring.
- Being aware of school policies and to try to support all staff in their efforts to create a caring community.
- The behaviour of any other children they bring into school.
- Reading all letters/messages that are sent home. There are always copies available from the display outside the office and on the school's website.
- Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school.
- Being aware of the convenient times to talk with staff after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.

Staff Rights

Staff have a right to:-

- Be treated fairly and with respect by children and adults.
- Be able to deliver the curriculum in an appropriate environment e.g. comfortable, safe, disciplined and quiet.

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- Be informed about matters that will affect them; lines of communication should be kept open at all times.
- Receive support and understanding from both parents and colleagues.
- Have their possessions, breaks and planning times respected.

Staff Responsibilities

All staff have a responsibility to:-

- Treat everybody fairly and with respect.
- Aid and influence children's play and behaviour in order to create a calm atmosphere.
- Ensure that children are emotionally and physically safe in school.
- Be consistent in their approach to behaviour.
- Praise good behaviour and good work – always look for examples of good behaviour to praise.
- Communicate decisions and to explain them clearly to children, parents and other members of staff.
- Listen to parents' concerns and take them seriously.
- Be punctual and well organised.
- Ensure that all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials.
- Provide children with a good role model.
- Be on the playground at 8:45 a.m. After the bell has rung, the class must line up quietly and then come into their classrooms without talking.
- Ensure that children, as a class, move around and through the school silently when moving from one activity to another.
- Ensure that children are moving quietly and sensibly around the school during break and lunchtimes.

Children's Rights

Children have a right to:-

- A school environment that is pleasant, clean and warm.
- Feel safe, cared for and supported.
- Be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice.
- Be listened to.
- Receive education appropriate to their level of ability and to be given praise and feedback.
- Be advised and supported by staff if they are in physical or emotional need in relation to our safeguarding policy.

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Children's Responsibilities

Towards others:-

- To behave in a way that will ensure the safety of other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.
- To recognise and respect the authority of staff and other adults in the school and to listen to them.

Towards work:-

- To be punctual at all times
- To work to the best of their ability,
- To work calmly and quietly,
- To value their own work and that of others.
- To organise themselves and their resources so that they can work independently.

Towards the school environment:-

- To talk quietly in all areas of the school building
- To take care of equipment and keep the school and the grounds tidy.

Governor's Rights

Governors have a right of:-

- Access to appropriate information from parents, staff and children

Governor's Responsibilities

Governors have a responsibility to:-

- Investigate complaints.
- Monitor the school behaviour policy.
- Ensure the school is operating within the law and in accordance with the policies of the Local Education Authority.
- Support and attend school functions.
- Maintain health and safety standards on and off site.
- Ensure that there is fair distribution and allocation of finances.

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Behaviour is the shared responsibility of all adults in the school. If any adult comes across a child who is not adhering to the behaviour code, it is his/her duty to tackle the behaviour and deal with it using the school's behaviour policy.

How does the school encourage appropriate behaviour?

All children must have a clear understanding of what is acceptable and what is not acceptable behaviour. These expectations are enshrined in the school's Golden Rules which are negotiated and reviewed periodically with the children through class discussions and whole school assemblies.

- Setting positive expectations/rules in class, e.g. "we will try to ..." rather than "do not ...". The rules must be clear and observable.
- Catch the child being good - praise the child; correct the behaviour quietly and individually.
- Praise should be on learning – rather than behaviour – as much as possible.
- Green points are awarded for good learning attitude and effort. At the end of the week, a trophy is awarded to the team with the most points in the Achievement Assembly. A running total is kept and then a trophy is awarded annually to the house with the most points.
- Sharing children's positive behaviour and attitudes to work in assemblies (Friday Flyers based on Building Learning Power in KS2 and Achievosaurus in KS1). The children's names are also printed in the weekly newsletter.
- Certificates for Learning:
KS1: When certificates are completed for learning and reading, children are sent to the Headteacher to receive a sticker.
KS2: Children work towards completing certificates for learning attitudes and effort – Bronze, Silver, Gold, Diamond and Platinum. Once a level is achieved, the child receives an item from the Treasure Chest, their achievement is acknowledged in assembly and their names are printed in the weekly newsletter.
- In class, children can earn bonus points/marbles to go towards a class treat or additional playtime minutes.
- On the playground, children can be awarded Random Acts of Kindness raffle tickets for following the school's Golden Cards. The children are asked to stand up in assembly to be praised. Playleaders and MTAs are trained to support positive play. A sport's coach is also employed.
- Year 6 Advocates model and support good behaviour in the dinner hall, on the playground and around the school.
- Bullying Advocates are trained to support children.
- All staff have raffle tickets which can be given to children who show random acts of kindness towards others. The tickets are then entered into a termly draw for a larger prize for the child and their family.
- Keeping parents informed about good behaviour – particularly where there is an improvement.

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- Lunch time social skills development of turn taking and following the rules of a game.

How does the school discourage inappropriate behaviour?

We understand that children are not perfect but we expect children to behave well so that they can '*flourish as enthusiastic and successful learners*'. Behaviour which stops the teacher teaching, children learning and anyone in the school community feeling unsafe or undermined, needs to be addressed and corrected. We will always deal with each incident individually, taking into account the age and understanding of the children concerned. It is essential to distinguish between a bad child and bad behaviour; it is acceptable to say: "That is a bad way to behave" or "that was a poor choice" no child must be told "You are terrible/bad."

The following is an agreed tiered approach to behaviour which staff use to discourage inappropriate behaviour:

- Spoken warning about behaviour or attitude to work, in the class or when the child is on his/her own.
- If the inappropriate behaviour continues, the child will be given a red point – they will need to earn 5 green points to get rid of the red point. If a child receives 3 or more red points in a week, he/she will be sent to the Headteacher during Golden Time.
- Isolation within the classroom for 5 minutes to remind child of the need to follow the class rules.
- Removal to another classroom for 15 minutes; miss 15 minutes or break/lunchtime; be sent to the child's Phase Leader and catch up on lost learning either at home or during a lunch break.
- White cards and reflection time which means the child will miss lunch play on a Monday, Wednesday or Friday to reflect on his/her behaviour choice – white cards can also be given by MTAs to children who are not following the Golden Rules at lunchtimes.
- Removal to the Deputy Headteacher for a short period of time.
- Removal to the Headteacher for an internal exclusion. The Headteacher or class teacher will contact the child's parents at the end of the day by talking to them, phoning them or by posting a letter.
- Exclusion from events in school or out of school, for example outings where a high degree of responsibility is expected.
- A child will be sent straight away to the Deputy Headteacher or Headteacher –
 - If he/she is rude to any member of staff.
 - If he/she is violent in the classroom
 - If he/she is heard to use bad language in the classroom.
 - If he/she is deliberately unkind to another child.
 - If he/she deliberately destroys school or other people's property.
- If behaviour continues to be an issue, parents will be notified and a Behaviour Care Plan will be drawn up to ensure the child is fully supported in developing their ability to manage their behaviour.

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- Temporary exclusion – the Headteacher may have to decide to exclude the child from school for one or more days –
 - If he/she is deliberately violent towards children or adults.
 - If he/she deliberately damages school property.
 - If he/she continues to be rude to adults and other around the school.
 - If he/she deliberately leaves the school site without permission.

Where this fails, a child may be excluded indefinitely or permanently from the school.

Parents are always kept informed if a child's behaviour becomes persistent or if they are involved in a serious incident through regularly updated Behaviour Care Plans and Risk Assessments. Staff will take appropriate action in line with the following:

- Recording incidents on CPOMS, this helps inform parents and staff where there is a pattern of poor behaviour.
- Communication with parents at the end of a day asking them to discuss an incident with their child.
- Verbal and written warnings from the Headteacher about future sanctions which will be used if a child continues to behave in a particular way.
- Classroom discussions about behaviour and agreements about acceptable behaviour through Circle Time and PSHE.
- Discussing a child's behaviour with other colleagues or, with the parents' agreement, outside agencies (e.g., Behaviour Support Team, Educational Psychologist, Communication & Interaction Team, Youth Offending Team, Inclusion, Early Help, School Nurse, Children's Centre, CAMHS, RISE, SPLITZ).

Continuous Inappropriate Behaviour

When children are showing repeated inappropriate behaviour, the first thing to be done is to look for the reason. Generally, reasons fall into the following categories, which require different approaches.

Children may be given extra support through a learning group with a member of staff and/or a school counsellor if it is identified that they need support to help them manage their emotions appropriately.

Parents may be supported through the school's Children and Family Worker, Early Years Supervisor and/or signposted to outside agencies.

The Head Teacher will consult with the class teacher/Key Stage Leader/SEND/CO/parents (as appropriate) to agree a range of suitable options to deal with the inappropriate behaviour.

External influences:

- Medical/tiredness/lack of breakfast, etc.

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- Problems at home. It is vital to forge strong, mutually supportive relationships with home. However, if the school becomes aware of an issue surrounding the child that may have a detrimental effect on them, staff should record their concerns on CPOMS to alert members of SLT and the Safeguarding Team. Attendance meetings are also held half-termly to identify possible barriers and signpost to support for families.

Internal influences:

- Inappropriate work being set – e.g., lack of suitable differentiation/challenging learning activities, it is important to look urgently at how to remedy this. This can be done through discussion with the Phase Leader, SENDCo, subject coordinators, colleagues or the Headteacher.
- Making the wrong choices through a lack of understanding – it may be necessary to involve the SENDCo and parents to help the child understand what is and is not acceptable behaviour.
- Deliberately/defiantly making the wrong choices – it may be necessary to involve the SENDCo, Phase Leaders, Deputy Headteacher and/or Headteacher along with outside agencies to support the child and family.

EXCLUSION POLICY

We hold the right to exclude a child if we feel there has been a sustained breakdown in behaviour and this poor behaviour is seriously affecting the safety of other children and staff. The school's Exclusion Policy is attached as Appendix A.

USE OF PHYSICAL INTERVENTION

The staff at Highweek Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline. Positive handling should be limited to emergency situations and used only in the last resort. Section 550A of the Education Act 1996 and DFEE Circular 10/98 allow teachers, and other members of staff at a school who are authorised by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities.

Signed:.....Chair of Committee

Date of review and adoption by Governing Body: 23 February 2021

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Date for next review: February 2022

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