



Adopted at...Local Governing Board...Date 5.1.2021

Signed.....K Walton, Chair of LGB.....

Due for Review.....December 2021

Read alongside COVID amendment.

Henry Chadwick Community Primary School

Behaviour Policy

Aims and values

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, understanding and respect for all. This 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.

The aim of our Behaviour Policy is to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It is designed to promote good behaviour, rather than merely deter unacceptable behaviours.

The school expects every member of the school community to behave in a considerate way towards others. 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.

The school rewards good behaviour, as it believes that this will develop a strong community ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

We aim to:

- Use positive recognition of good behaviour to encourage children to develop and sustain appropriate behaviour.
- Build pupils' self-esteem through consistent recognition and valuing of their achievements.

School Systems for Promoting Positive Behaviour and Developing Children's Emotional wellbeing

We engage in a comprehensive range of reward systems:

- Verbal praise
- Genuine appreciation and recognition
- Reach for the stars system in class.
- Celebrating achievement within the class
- Weekly certificates for star or the week and handwriting hero
- A daily text to parents for children reaching the star
- Reward passport Scheme
- Reading reward scheme
- Celebration Assembly
- 100% Attendance certificates (termly and annually)

Celebration Assembly

Each week we hold a celebration assembly to recognise achievements both within and outside of school. These include:

- Star of the week for each class
- Class Handwriting Hero
- Certificates, where appropriate, for sporting achievements within school
- Celebrating sporting and other achievements outside of school

Our reach for the Star class reward system.

Each class follows the same 'Reach for the Stars' reward system that recognises positive behaviour, class contributions, exemplary work and a good attitude:

- Each child starts the day on a green card
- Children that show good standards of behaviour will move onto the gold card.
- If they continue to show exceptional behaviour, children will move onto the 'Star'.
- Children that are on the 'Star' at the end of the day will receive a stamp on their passports and a text will be sent home to parents.
- Once children complete a passport, it will be added into a termly draw - with a prize awarded for the winner.

School Systems for Minimising and Responding to Unacceptable Behaviour

We expect children to listen carefully and try their best in all activities.

If a child is failing to show acceptable standards of behaviour, we:

- Will give a verbal warning.
- If the child's behaviour continues to be unacceptable, they will be moved on to the blue warning card.
- From here, children that make a positive change to their behaviour will move back onto the Green.
- Should the behaviour continue to be unacceptable they will move on to the yellow card.
- Children that are on the yellow card at the end of the day will be sent to the Deputy Headteacher (or another member of the SLT) at break time the following day to discuss their behaviour choices and how this can be turned around positively. As a consequence of their behaviour, they will miss their break time.
- Children who continue to display unacceptable behaviour will to be moved onto the red card and sent immediately to the Headteacher or Deputy Headteacher
- Children will also be moved to red if they deliberately hurt another child either physically or emotionally or if there is any discriminative behaviour.
- Children will always have the opportunity to move themselves back 'up' the reward system if they make appropriate behaviour choices.

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. While it is difficult, we will do everything in our power to eradicate bullying and to ensure that all children attend school free from fear.

Please refer to the school's Inclusion, Child Protection and Anti-Bullying Policies.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996; *The Use of Force to Control or Restrain Pupils*. Staff do not humiliate, hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to others, or if a child is in danger of hurting him/herself. The actions that we take are strictly in line with Government guidelines on the restraint of children. Key staff are trained to restrain pupils safely.

Please refer to our 'Restrictive Physical Intervention (RPI) Policy'

Discipline outside school time and off the school premises

Staff have been given the power by the Government to discipline outside the school gates.

We are required by the Department of Education to outline the disciplinary action we will take against pupils who display **non-Criminal bad behaviour and bullying off the school premises**, which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. As with all incidences of behaviour we will deal sensitively but robustly on a case-by-case basis and we will ensure we have effective communication with parents and carers.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Behaviour and extracurricular activities

- Clubs held in school time or run after school by our teaching staff - The school is fully responsible for your child's behaviour as during the normal school day.
- Clubs run by external companies. Your child's behaviour is the responsibility of the company running the club. Any issues regarding your child's behaviour should be brought to the attention of yourselves or a member of staff through the club leader.

Disciplinary action taken against pupils who are found to have made malicious accusations against school staff.

Allegations of abuse are taken seriously and are dealt quickly in a fair and consistent way that provides effective protection for the child and supports the

person who is the subject of the allegation. We follow Staffordshire safeguarding board's policies and procedures to manage any allegations. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. We are required by the Department of Education to outline the disciplinary action we will take against pupils who are found to have made malicious accusations against school staff. Subject to a full and robust investigation to identify the reasons behind the malicious allegation (such as a cry for help, a response to abuse outside school etc.), a fixed period exclusion may be levied and where necessary support in the form of counselling may be needed. We will work with parents, the pupil and staff involved.

The Role of the Classroom Staff

It is the responsibility of the Classroom staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, on the way out to and in from play, during play, in assembly and during school trips. The Classroom staff in our school have high expectations of all of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Classroom Staff treat each child fairly and enforce the school rules consistently. They treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the teacher will keep a record of these incidents. In the first instance, the class teacher deals with incidents him/herself in the appropriate manner. However, if misbehaviour continues, the class teacher may seek help and advice from their peers or the SLT. The class teacher and SENCo liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher or SENCo may, for example, discuss the needs of a child with the education social worker, CAMHS or the LA's behaviour support service. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child. If staff feel that it is appropriate to implement further means to improve the behaviour of a specific child, parents will be invited in to school in order to discuss specific behaviour intervention e.g. a behaviour support chart.

The Role of the Headteacher and Assistant Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 and Assistant support the staff by:

- implementing the policy
- by setting the standards of behaviour
- by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher also 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 and in accordance with the Exclusion Policy.

The Role of the Parents and Carers

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 reinforce the messages of positive behaviour, both within and outside of school. We try to build a supportive dialogue between the home and 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 punish 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 Headteacher, Assistant Headteacher or the Local Governing Board. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

See Complaints Policy

The Role of Governors

The Local Governing Board has the responsibility of establishing general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

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. If the Headteacher excludes a child, he or she will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local Governing Board. The school informs the parents or carers how to make any such appeal. The Headteacher informs the CEO, LA and the Governing Board about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The Local Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The Governing Board 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 under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

SCREENING AND SEARCHING

School staff can search pupils with their consent, (the ability to give consent may be influenced by the child's age or other factors) for any item which is unacceptable / banned in school. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. Parents do not have to be informed before a search and authorised staff would be appropriately trained and supervised in carrying out the search. Such searching should take place with another member of staff present and in a neutral area and where possible and relevant with the parents involved / informed. Parents will be notified of any unacceptable / banned items found as a result of such a search and appropriate sanctions, in consultation with the child and parents will be applied dependent on the item and how it came into the child's possession as well as the age and intention of the child. Any illegal items will be referred to the police and / or appropriate bodies such as PREVENT.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher may record minor classroom incidents where a child is sent to them on account of repeated bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes and records of parental concerns. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. All exclusions are reported to Governors through the termly Headteacher Report. It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governing Board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools' and that no child is treated unfairly because of race or ethnic background.

Dissemination and Review

The Governing Board reviews this policy annually. The Governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Policy Consultation:	November 2020
Policy Implementation:	November 2020
Policy Review Due:	November 2021