

# Hassell Primary School

## Behaviour Policy



***'Learning for Life'***

<u>Adopted:</u>	December 2022
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At Hassell School we hope to provide the children with a wealth of experiences to enrich their lives, which will be both stimulating and enjoyable.

**We aim to:**

Achieve a broad, balanced, relevant curriculum which will meet the needs of each individual child and the statutory requirements of the National Curriculum.

- Provide a happy, caring and secure environment in which all children gain recognition and success.
- Foster personal qualities of self-esteem, thoughtfulness and consideration for others.
- Create a working atmosphere conducive to independent learning.
- Develop and motivate each child towards their full potential.
- Develop respect, responsibility and an awareness of moral values.
- Create a standard of discipline which is clearly understood by staff, parents and children, and which leads ultimately to independent self-discipline for the children.

Encourage and facilitate the direct involvement of parents, governors and the community for the benefit of the children

**Aims of the Policy:**

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's 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 in which everyone feels happy, safe and secure.

The school has a number of rules, but 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 the school community in aiming to allow everyone to work together in an effective and considerate way.

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 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 an ethos of kindness

and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **REWARDS**

At Hassell Primary we believe in developing and releasing the potential in all children. We recognise that when a child knows and understands the expectations on them, and these are achieved, it should be acknowledged, as deemed appropriate, by the people concerned. At Hassell we do this in the following ways:

- Praise - through positive verbal comments.
- House Teams - We operate a team system named after key people of importance within Stoke on Trent: Matthews, Wedgewood, Mitchell, Bridgewater
- Team points - Teachers and non-teaching staff, Classroom Assistants, Administration Staff, Lunchtime Supervisors, can give house points to children for following our school rules (see appendix) good work, good behaviour, helpfulness etc. Points are recorded on class charts, in all classrooms and are collected weekly by Year 6 House Captains designated team point monitors. These are announced on a weekly basis during our celebration assembly.
- Star Certificates - Star certificates can be awarded to children who have been successful and made progress or have been helpful in any way during the week in question. This includes success in all spheres not just in the classroom e.g. behaviour, courtesy etc. These are awarded to children during our weekly celebration assembly.
- Home Achievement's - All pupils are encouraged to bring in any trophies and certificates they may have won outside of school thus, creating a very positive link between home and school.
- Stickers – The Headteacher, class teachers and classroom support staff can give an individually designed sticker that rewards good work or behaviour. These can be put into exercise books or work folders or be worn by the children.
- Headteacher - Examples of good work or improved behaviour should be communicated by the child to the headteacher, teacher, or other children during the school week in order to raise levels of self-esteem and motivation.

Systems of rewards will be reviewed on a regular basis with a regard to the attitudes and suggestions of pupils in the school. However positive we may be, there will be a need to apply sanctions when children break school rules. In the first instance the discipline of each child is the prime responsibility of the class teacher. It is in the teacher's own long-term interest to set high standards of discipline in their own class.

## **BEHAVIOUR FOR LEARNING – EXPECTATIONS and SANCTIONS**

The whole school behaviour policy utilises the 'Good to be Green' traffic light system.

It should always be possible to follow through on any warning about the consequences of behaviour and therefore warnings should be delivered calmly and with consideration.

- The aim is for all children to stay green. However, low-level disruption will culminate in a move to orange being issued. This is recorded on the class traffic light chart. In this

instance the child will miss the next short playtime or 10 minutes of their lunchtime playtime and stay indoors within the classroom. Early Years children will have time out to sit and think about their behaviours.

- If a child receives 2 orange warnings in one day, this results in them moving to red. A straight red card can be given for extreme cases of misbehaviour eg. violence.
- If a child is put on orange or red, the incident will be recorded by the classroom teacher as a behaviour log on CPOMS.
- If a child is placed on red, a letter will be given to parents to explain the incident and reason for the sanction, then the child will miss the next 2 playtimes and stay in the classroom. The Headteacher / Deputy Head teacher should also be informed of the incident which resulted in red
- All red cards will be reported to parents on the same day.

Any sanction should be explained to the child and how it is fitting with the misdemeanor.

- Unfinished Work - To be completed at break-time or can be sent home and, if necessary, with a message to parents to explain the reasons for this.
- Loss of Privileges – Other behavioural sanctions may include: removal from extracurricular activities, losing a responsibility role i.e. prefect, house captain or monitor. In exceptional circumstances it could include exclusion from school journeys, visits or special events in school or alter-native arrangements would be made.
- Breakage/Loss of School Property - If a child is responsible for the breakage or loss of school resources parents will be informed and may be asked to cover or contribute to the cost of replacement.
- Exclusion at Lunchtime - For persistent poor behaviour during the lunchtime the pupil will be excluded and, in consultation with parents, will be collected and returned to school over the lunchtime period by a responsible adult. This sanction may be used initially as a short-term measure but may become permanent if necessary.
- Further Sanctions - Should all these strategies fail to moderate behaviour it may be considered necessary to exclude a child for a set period of time. As a final option it may prove necessary to permanently exclude (See Section 7.0 and 8.0 for further guidance about exclusion).

## **MONITORING BEHAVIOUR**

Behaviour will be monitored using a system, which works alongside the visual 'good to be green' system. At the beginning of each school day, each child will start as a 'green'. If a child moves onto orange or red, the teacher/teaching assistant records this on CPOMS.

If a child's behaviour consistently becomes 'orange', or 'red' the class teacher will arrange a meeting with parents to discuss their concerns. If there is still no improvement in the child's behaviour for learning and they still continue to move to orange or red regularly, this will result in a behaviour plan.

### **Behaviour Plans**

- If a child is put onto a behaviour plan, the class teacher must meet with parents to agree on a formal individual behaviour plan and suitable chart logging behaviour in school and at home. The class teacher and parents must also agree rewards and sanctions to be carried out at school and at home. The Headteacher or Deputy Head teacher and SENCO must also be informed.
- Behaviour charts must be reviewed by the class teacher and parents half-termly. If following this process there is no improvement in the child's behaviour then the class teacher and SENDCO

may seek support from outside agencies.

#### Lunchtime Supervisor Monitoring

- Lunchtime supervisors will be responsible for monitoring behaviour at lunchtime. Lunchtime supervisors will follow the Good to be Green System, if they feel that a child is behaving in a manner that might be detrimental to other children on the playground. Any incidents of misbehaviour should be reported to the child's class teacher at the end of lunchtime and the class teacher will deal with the incident appropriately.

#### Special Educational Needs

All staff should be aware of children whose special needs require a particular approach, the many complex and different needs of individuals including Dyslexia, Dyspraxia, ADHD and ASD e.g. Autism, impaired vision/hearing, attachment issues. When managing the behaviour of individuals with a special educational need reasonable adjustments will be made, taking into consideration their additional need.

### **THE ROLE OF THE CLASS TEACHER**

The class teacher discusses the school values and the behaviour for learning criteria, with each class at the beginning of the term and as necessary throughout the year. This way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of misbehaviour, the class teacher discusses these with the whole class during 'RSE' or circle time sessions.

- 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 and whole school behaviour policies consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly, 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, Deputy Headteacher and SENCO.
- 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 behaviour support services.
- 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.
- 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.
- The headteacher supports the staff by implementing the policy and by setting the standards of behaviour.
- 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. Both these actions are taken in consultation with Governors.

## **THE ROLE OF PARENTS**

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

- We explain the school values and expectations on the school website as well as reinforcing them regularly at meetings and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with school policy. 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 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 and finally if they are still not satisfied they can contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **THE ROLE OF GOVERNORS**

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must consider this when making decisions about matters of behaviour.

## **INCIDENTS**

Inform headteacher of any serious incident occurring in the school day, which could result in a meeting or call with parents.

Should persistent misbehaviour mean a teacher needs to remove a child from class they can send the pupil to the headteacher to work in isolation. The child should be accompanied by an adult or request for the Headteacher to collect the child

## **EXCLUSION**

The decision to exclude is made by the Headteacher and will only be taken in the following circumstances:

- If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.
- A child will also receive fixed term exclusion if the incident in the opinion of the Head teacher is serious enough for the child to be immediately excluded without prior strategies being employed.
- Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property.
- If by allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in school.

## **FIXED-TERM AND PERMANENT EXCLUSIONS**

Governors follow statutory guidance on exclusion. Exclusion will often be the end of the disciplinary process, preceded by sanctions and efforts to modify behaviour. At Hassell the process for dealing with unacceptable and inappropriate behaviour is clearly detailed within the Behaviour and Discipline Policy. Parents are involved in this process and, when appropriate, external agencies are deemed. At all times it is important that the pupil is aware of the offending behaviour and

any support measures to modify this.

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. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Unless there is immediate threat to the safety of others in the school or the pupil concerned, exclusion will not be imposed in the heat of the moment. The Headteacher will:-

1. Ensure an appropriate investigation is carried out
  2. Consider all the evidence available to support allegations taking into account the schools behaviour policy, the DDA and the Equality and Diversity Policy
  3. Allow the pupil to give their version of events
  4. Consult others if necessary, but not anyone who may later have a role in reviewing the headteachers decision. If satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, the headteacher may exclude.
- 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 LA and the governing body about any permanent exclusion, and about any fixed-term exclusion. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
  - 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 school, 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.

## **BEHAVIOUR OUTSIDE OF SCHOOL**

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school

## **BULLYING – SEE ANTI BULLYING POLICY**

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 very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Each year the whole school will engage with activities related to National Anti-bullying Week.

## **EQUALITIES STATEMENT**

Through appropriate treatment of all, Hassell Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.