



BEHAVIOUR POLICY

SCHOOL STATEMENT

The staff and governors of Harrold Lower School recognise the need to ensure a positive atmosphere based on a sense of community and shared values.

We believe that some things are not open to negotiation. They are:-

- * The right to feel safe
- * The right to learn
- * The right to be treated with respect

Role of Headteacher

1. The Headteacher defines the aims of the school in relation to standards of behaviour.
2. The Headteacher ensures that these standards are consistently applied throughout the school by regular monitoring and talking to individual staff members.
3. The Headteacher plays an important role in modelling the types of behaviour encouraged by school policy to both staff and pupils.

Role of Adults in the School (paid and voluntary)

Staff need to model the types of behaviour outlined by the school policy and all adults in the school need to model the expected behaviour in school.

Adults need to recognise and praise good behaviour as well as dealing with inappropriate behaviour.

Staff need to develop a whole school approach to promoting good behaviour and therefore the following strategies will apply:-

Sanctions should make the distinction between minor and more serious misbehaviour clear to children. This should be fairly and consistently applied.

Explaining rules for classroom behaviour clearly to children and stating why they are necessary.

We use “signing” as a means to gain whole class or whole school control. It is important that the adult does not speak but simply waits for complete silence. This routine is to be used in the classroom and during lunchtimes in the hall. When other adults enter the room/hall they should also show 10 fingers to support the adult in authority and demonstrate to the children what is expected.

Teachers may develop a class strategy with their class ie clapping to gain attention. A sound, ie a bell, may also be used if more appropriate.

Role of Parents

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

We explain the school rules in the Home School Agreement and we expect parents to read, sign and support them.

We expect parents to support their child’s learning, and to cooperate 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.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of Governors

The governing body 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 adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school’s policy on behaviour and discipline, but the Headteacher may seek advice from the governors about particular disciplinary issues.

Role of Children

Staff acknowledge the need to take pupils’ views into account and there is the opportunity to voice them in School Council Meetings and they will be informed about any changes.

Pupils should:-

1. Try and meet expectations and understand that misbehaviour will not be accepted and will be dealt with appropriately.
2. Be aware of the school rules and reasons for them.
3. Be aware of rewards and sanctions available and the circumstances in which they will be used.
4. Take pride in their school and school environment and respect and care for it and everyone and their belongings in the school.

Rewards

All opportunities should be used to praise good work, behaviour and effort.

The following rewards could be used:

1. Positive remarks, both oral and written
2. Personal contact at the end of school with parents to praise good behaviour / work
3. Use of Star Card and stickers
4. Use of stickers
4. Showing work to other children, staff or Headteacher.
5. Having examples of good work displayed in a prominent place.

Golden Time

Golden Time takes place throughout the school, usually on a Friday afternoon and lasts for 20 minutes. All children begin the week with the full 20 minutes of Golden Time. During Golden Time children can choose their activity and may play games, go outside, play games on the PC or even watch a DVD etc. A part or all of Golden Time can also be lost throughout the week if a child's behaviour is deemed as inappropriate, by the class teacher or any other member of staff. Time lost may be between 1-20 minutes of time lost depending on the consequence of the incident that has occurred.

Celebration Assembly

On Friday mornings we have a 'Celebration Assembly' and at this assembly we celebrate children's achievements both in and out of School. The children receive a special Headteacher sticker and if the child has a birthday during the week they will receive a birthday postcard message.

Stars

Every Friday the amount of stars collected and the winning Planet is shared with the whole school and celebrated. Children who have achieved a landmark number of stars (Bronze, Silver, Gold or Platinum) also receive a certificate of achievement.

At the end of each half-term, the Planet which has collected the most amount of stars will receive an additional treat e.g. extra playtime, choosing time, etc.

Golden Rules (School Rules)

These are displayed in the Classroom and around the School in the shape of stars which link expectations for behaviour with the Star Card Reward System.

1. Be polite and kind to others
2. Respect each other and each other's property
3. Use lesson time for learning and playtime for playing!
4. Listen carefully to the teacher
5. Hands up for attention
6. Wait for your turn to speak

Behaviour Strategies

When the child is persistently displaying low-level, disruptive behaviour or a child does not settle in class, try and refocus them. This may include asking the question "What are you meant to be doing?"

Re-focus the child using one or more of the following procedures depending on the level of disruption (in no particular order):-

- Eye contact
- Stand near or behind the child
- Continue with your teaching but include the child's name in your instructions so they know you have noticed their behaviour but in a manner that does not interrupt the flow of your lesson
- Quietly and calmly remove child to a different place / seat / table but still within your view.
- Quietly and away from other children so as not to draw attention to the child or the behaviour, discuss the expectations with the child. Is there a reasonable explanation / reason for the behaviour?

At the end of the session, depending on the level of unacceptable behaviour you may wish to discuss this with the Assistant Headteacher / Headteacher who may offer advice. This may take place with the child if deemed appropriate.

Discuss the Behaviour Ladders and consequences with them if the behaviour continues. Refer to 'Next Steps' using the Consequences Ladder dependent upon the child's behaviour, incidence / situation.

Depending on the severity or number of incidences, you may inform the child you will speak with their parent at the end of the school day and discuss expectations together with them.

If the behaviour continues to be repeated, inform the child a letter will be written to their parents asking them to come into school to discuss the behaviour, expectations and strategies to ensure the behaviour does not continue.

Unacceptable behaviours include but others may be exhibited which are considered to be of the same level of non-acceptance within the school :

Persistent disruption to learning
Swearing at children or staff
Use of abusive language
Violent and aggressive behaviour towards any member of the school community and visitors
Walking out of learning zones without permission
Bullying or intimidation of others (see Anti-Bullying Policy – *currently under review* by KC)
Ignoring requests from adults
Carrying offensive weapons or items which have the potential to cause harm
Inciting violence
Damage to property
Throwing equipment or furniture
Malicious accusations against school staff

All allegations towards staff will be dealt with in line with the Allegations of abuse against Staff policy.

Adults in our school do not use or threaten physical punishment such as hitting, pushing or slapping children. 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 (see Safe Handling policy). The actions that we take are in line with government guidelines on the restraint of children.

Trips and Visits

All school trips and visits are deemed to enhance pupils' development and are not deemed as essential. Therefore the Headteacher and Governing body of Harrold Lower School reserve the right to refuse permission to those whose behaviour at school has demonstrated that they may endanger the safety and enjoyment of themselves or others.

Assembly

This is a quiet reflective time for children and we expect the children to enter the Hall in silence. Therefore inappropriate behaviour will be dealt with as follows:-

- Eye contact
- Quietly and calmly ask the child to move to a different place or seat but still within your view.
- Quietly and away from other children so as not to draw attention to the child or the behaviour, Speak to the child after Assembly and discuss expectations with the child. Is there a reasonable explanation / reason for the behaviour?
- Refer the child to the Assistant Headteacher / Headteacher (depending on the level of unacceptable behaviour).

Exit Procedure from the Classroom

The children will go out of the classroom for breaks or the end of the day when:-

- Litter and belongings are off the floor.
- Tables are tidy.
- When prayers have been said at the end of the morning and afternoon learning sessions.

Playground

Lunchtime and Playtime Supervision

At playtime, 2 members of staff are on duty and the children know that they are to report any incidences of inappropriate behaviour to them.

Lunchtime supervisors are supported by every other adult in the school when they are on duty and the children know that they are to report any incidences of inappropriate behaviour to them.

Incidence of Rough Play

Ask the child why the 'rough play' was not acceptable. (Re-focus the child to the expectations of behaviour and not the occurred behaviour)

If the children are doing something which is dangerous, the adult should stop the child/children and remove them from the situation. Ask them to explain why they have been stopped and why they have been moved away from where they were. The children may need to be taken off the playground and return to their classroom or a 'safe' area inside the school to discuss 'Next Steps'.

Next Steps

Please refer to Consequence Ladders to determine 'Next steps' depending on the severity of the situation or incidence.

Playtime is Denied When...

Behaviour is not safe

When we have decided that we are to give a child a choice – they either play safely or walk with a member of staff for a specified amount of time or for the remainder or the duration of a playtime.

A child may be required to stay indoors if the incident merits the removal of the playtime or a period of time within the playtime. The child will require supervision in this instance.

There must be a follow through; a discussion about the behaviour and expectations of behaviour so that the child understands exactly why their behaviour was unacceptable.

If the behaviour is persistently bad at lunchtimes, the Headteacher has the authority to exclude during this time.

Lunchtime Exclusions

Sometimes a pupil whose behaviour is disruptive during lunchtime may be excluded from the school for the lunchtime period. Parents will be informed if issues occur. Exclusions may be implemented if no progress is made or if serious breaches of the behaviour policy occur. A

lunchtime exclusion is a fixed period exclusion and counts as half a school day for each lunchtime. Lunchtime exclusions will not be made for an indefinite period and the school, with parents will endeavour to agree another way of dealing with the problem.

If a pupil is excluded at lunchtimes, the school will make arrangements for them if they have free school meals. On going concerns at lunchtime will trigger requests for support from external agencies.

Pupils with Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to the one outlined in this policy. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

Role of Outside Agencies

Staff acknowledge the need to liaise when necessary with the Education Welfare Officer, School Psychologist and Behaviour Support Service for advice on dealing with persistent behaviour problems.

Fixed-term and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school. This will be carried out in accordance to the Exclusion Guidance (DfE 2012). 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. DfE guidance states in Section 15 states 'A decision to exclude a pupil permanently should only be taken:

In response to a serious breach, or persistent breaches, of the school's behaviour policy;
and

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

If the Headteacher excludes a pupil, the parents are informed 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 exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, 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. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

A reintegration meeting will be held on the morning the pupil is due to return to school. Targets will be discussed, to ensure the pupil is clear about school expectations. A referral to the Authority Behaviour Panel may be made following this meeting. Resources and support will be discussed and parent follow up meetings, to monitor progress, will be arranged.

See [- Parental responsibility measures for school attendance and behaviour Statutory guidance for maintained schools, academies, local authorities and the police](#) DfE January 2015

Reviewed by: Harrold Lower School Staff and Governing Body

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