



Behaviour Policy

**This policy was reviewed in Term 5 2019
and will be reviewed in line with the policy review timetable.**

In relation to Safeguarding, the school has the following range of policies which contribute to the school's Safeguarding Policy Folder. These are:

- Safer Working Practice
 - Keeping Children Safe in Education (KCSIE 2018)
 - Keeping Children Safe in Education (Heron Primary School Child Protection Policy)
 - Working Together to Safeguard Children
 - Helpers in School Policy
 - Intimate Care Policy
 - Early Years Foundation Stage Risk Assessment
 - Attendance Policy
 - Pupil Acceptable Internet Use Policy
 - Internet Access and e-Safety Policy
 - Anti-Bullying and Anti-hate Policy and Procedures
 - Behaviour Policy
 - Community Cohesion Policy
 - Continuing Professional Development Policy
 - Exclusion
 - Children Missing Education
 - Equal Opportunities Policy
 - Ethnic Diversity Policy
 - Offsite Visits Policy
 - Safer Recruitment
 - Whistle Blowing Policy
 - Health and Safety Policy
 - Lone Working Policy
 - Child Protection Policy
 - Looked After Children Policy
 - English as an Additional Language
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All policies that come under the safeguarding umbrella should be read in conjunction with the Child Protection Policy and its associated procedures.

BEHAVIOUR POLICY

'Pupils maintain an extremely high standard of behaviour in lessons and around school. They demonstrate high expectations of themselves and others throughout the school day.' ('Ofsted')

Vision Statement

'A caring, secure and happy school environment which strives for the highest standards whilst meeting the needs of each child in preparing them for a challenging and rapidly changing world'.

1. Aims and expectations

We are constantly striving for Heron Primary School to be a fully inclusive school. It is our primary aim 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 behaviour policy is, therefore, intended 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 school has a number of rules (see appendix), many of these having been generated by the children themselves, but the aim of this behaviour policy is not to enforce a system of rules. It is a means of promoting good 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.

The school expects every member of its community to behave in a caring way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The policy aims to help children to develop in a safe and secure environment and to become positive, responsible and increasingly independent members of the community.

The school rewards good behaviour, as we believe that this will encourage an ethos of co-operation, support and kindness. This policy is intended to promote good behaviour, rather than to merely deter unacceptable behaviour.

2. Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

- Celebration Certificates are awarded in whole school Celebration Assembly.
- Keeping parents / carers informed of the efforts and improvements made by their child.
- Teachers employ individual methods to reward good behaviour in addition to whole school systems
- We mount displays which highlight examples of good behaviour or good work to celebrate achievement and raise self esteem
- Certificates and trophies are presented in whole school assembly to celebrate achievement and raise self esteem
- House point system

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules and aims, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer to the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class the teacher will reprimand the child. If a child misbehaves repeatedly, then the child will be isolated from the rest of the class until they calm down and are in a position to work sensibly again with other children. If it is necessary to isolate a child in this way, he/she will be supervised by a member of staff.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, then they will be stopped from further involvement in the rest of that session
- A home/school record of behaviour is sometimes used for individual children.

The classteacher will explain the school rules with each class. In addition, each class, through discussion, will agree their classroom rules/code, and display in the classroom alongside the children's names. In this way, all children in the school are made aware of the standard of behaviour that is expected in the school. The school has established a very effective School Council, which is actively involved in the resolution of behavioural issues. Through whole class 'Circle Times' and 'Class Councils' as part of the PSHE and Citizenship curriculum, incidents of unacceptable behaviour are addressed and social and communication skills learnt. Older children act as playground buddies for EYFS children.

The school does not tolerate bullying of any kind. The school acts immediately if any case of bullying or intimidation is reported or discovered. The school will do everything in its power to ensure that all children are happy at school and free from fear. **(Please refer to the Anti-bullying and Anti-hate Policy).**

All members of staff are aware of the regulations regarding the use of force by teachers as set out in D/ES Circular 10/98. **(Please refer to the Physical Intervention Protocol).** The actions that we take will be in line with Government and LA guidelines on the restraint of children.

3. The role of the Classteacher and Teaching Assistants

It is the responsibility of the classteacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time. Teachers will also act to address any incidents of unacceptable behaviour throughout the school to ensure that whole school expectations are maintained.

The classteachers at Heron Primary 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.

Classteachers will treat each child fairly and enforce the classroom and school expectations consistently. The teacher treats all children in their class with respect and understanding.

At departmental meetings, the classteacher will inform other staff of any concerns that they may have regarding the behaviour of children.

If a child misbehaves repeatedly, the class teacher may keep a record of all such incidents (Incident report Proforma). In the first instance, the classteacher will deal with incidents in the usual way (see above). If extreme misbehaviour continues, however, the classteacher will seek advice from the Head of Department or Headteacher and maybe SENCO. If felt appropriate, the SENCO or Learning Mentor will work with the classteacher to produce an Individual Education Plan containing behaviour targets. The child and parents will be fully involved in this process.

The classteacher reports to parents about the progress of each child in their class on a regular basis and in line with the whole-school policy. The classteacher also contacts a parent if there are concerns about behaviour or welfare of their child.

4. Role of SENCO / Learning Mentor

The SENCO and Learning Mentor will liaise with external agencies, as necessary, to support and guide the progress of each child. This may be with the Community Family Worker, Education Psychology Service, Attendance Welfare Officer, Education Entitlement & Inclusion Team and the Gloucester and Forest Alternative Provision School.

5. The role of Assistant Headteachers and 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 supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of Department will keep records of all reported serious incidents of misbehaviour and may inform the Headteacher.

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 unacceptable behaviour, the Headteacher may permanently exclude a child. In each case the Headteacher will follow the Local Authority Exclusions Guidance and Protocols. Both these actions are only taken after the Chair of Governors has been notified.

6. **The role of the MDSA**

It is the responsibility of the Midday Supervisory Assistant to care for the children at lunchtimes. The MDSA's will have high expectations of the children's behaviour and will act to address any incidents of unacceptable behaviour. 'Time out' will be used as a sanction, with more serious or recurring unacceptable behaviour reported to the Classteacher or Head of Department. The MDSA's have regular meetings with the Assistant Headteacher responsible for pupil care and have access to professional development.

7. **The role of Parents**

The school attempts to work collaboratively with parents in an effort to maintain consistent messages for children relating to behavioural expectations at home and school.

The school aims and expectations relating to behaviour are highlighted in the school prospectus and we expect parents to read 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 school and we inform parents immediately if we have any concerns about their child's welfare or behaviour.

If the school has used reasonable sanctions when a child has misbehaved, parents are expected to support the actions of the school. If parents have any concerns regarding the way that their child has been treated, they should initially contact the classteacher. Should concerns remain following discussion then the parent should follow the procedures set out in **The Complaints Procedure**.

8. **The Role of Governors**

The Governing Body has the responsibility of setting down the general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. These have been established following consultation with the staff and Headteacher. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour Policy, 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.

9. **Fixed-term and Permanent Exclusions**

Only the Headteacher (or Assistant Headteacher when acting as 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 circumstances warrant this.

If the Headteacher excludes a pupil, the parents must be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher must make it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. The school must inform the parents how to make any such appeal.

The Headteacher will inform the Governing Body and LA about any permanent exclusion in line with the guidance set out in Gloucestershire's Exclusion Pack.

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 3 and 5 members. This committee, which should not have any prior knowledge of the case, considers any exclusion appeals on behalf of the Governing Body.

If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

10. **Monitoring**

The Headteacher monitors the effectiveness of this policy and reports to the Governing Body on a regular basis. If necessary, the Headteacher will make recommendations for further improvements.

The school keeps a variety of records of incidents of unacceptable behaviour. At lunchtimes, mid-day supervisors will report any incidents that occur to the Senior Member of Staff on Duty. At the end of lunchtime they will also give verbal feedback to Heads of Departments or classteachers on the behaviour during the lunchtime, both positive and negative. The Assistant Headteacher meets with the mid-day supervisors termly to discuss issues including behaviour standards.

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

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Appendix 1

School Rules

- Be polite, kind and helpful to everybody.
- Respect other people's property and take care of our school.
- Do your best in everything you do.
- Be in the right place at the right time.
- Keep your hands and feet to yourself.
- Walk inside the building.

Dealing with unacceptable behaviour

There is no place for unacceptable language, bullying, harassment, rudeness, vandalism, violent behaviour or other disruptive behaviour in our school and we will always act to ensure that this is understood by everyone.

In thinking about how we can deal with unacceptable behaviour, we have agreed on the following principles:

- ❖ Sanctions can only be effective if the child understands that their behaviour was wrong and learns from it.
- ❖ We must not undermine a child's self-esteem - it is the behaviour that is unacceptable, never the child.
- ❖ Time must always be given to listen fairly to explanations.
- ❖ Children should be encouraged to enlist the help of an adult if they encounter poor behaviour or use Think Books/Worry Monsters. Staff will always listen.
- ❖ Our pupils should be involved in the formulation and monitoring of rules through class 'Circle times' and the School Council.
- ❖ Sanctions for whole groups for the misbehaviour of one or a few is ineffective and is seen as unfair by pupils.
- ❖ Sanctions given must always be carried out. They must be fair and consistently applied.
- ❖ Humiliation, public ridicule and sarcasm produce resentment rather than behaviour modification.
- ❖ Reprimands given in private are far more powerful than those given in public.
- ❖ Parents should be informed and involved as soon as behaviour causes concern.
- ❖ The distinction between minor and serious incidents must be clear to the child.

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Incident Report Form

Date of Incident:	Time:	Place:
Name:	Class:	
What happened?		
What was done about it?		
Reported by:	Reported to:	Reported to Headteacher:
Date:	Date:	Date:
Follow up:		