

Behaviour Policy



Wheatley Hill Community Primary School

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Aims and Expectations

- 1.1** 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. A Rights Respecting ethos is embedded and built upon. The school 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 so they can achieve their full potential.
'Right to an education that develops talents and abilities.' Article 29
- 1.2** The primary aim of the behaviour policy is to promote 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.
'Right to respect other people and be respected.' Article 29
- 1.3** The school expects every member of the school community, adults and children, to behave in a considerate way towards others and uses positive language to promote positive personal and social relationships.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
'Every child has rights.' Article 2
- 1.5** This policy aims to help children to grow in a safe, inclusive and secure environment and to become positive, responsible and increasingly independent members of the school community and empowered active global citizens.
- 1.6** The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote behaviour that is accordance with British values and global attributes, rather than merely deter anti-social behaviour.

2 Rewards and consequences

- 2.1** We praise and reward children for demonstrating positive behaviour in a variety of ways:
- Teachers congratulate children;
 - Children will be placed in the special book for good work or behaviour.
 - Awarded team points (Dojo Points)
 - Stickers, certificates and stamps
 - Stickers & Cards will be distributed throughout lunchtimes rewarding good behaviour and manners
 - There will be a special assembly each week which celebrates the children's achievements and this includes their behaviour and attendance.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

- 2.3** The school uses charters created by children and adults to develop a safe, inclusive and positive learning environment. We treat all children fairly and with compassion. Each class will also use the Zones of Regulation to support pupils to begin to recognise their own emotions and to support the development of their ability to self regulate.
- 2.4** Class teachers work collaboratively with their class to create class charters and are often referred to so that pupils take responsibility for them. The charters and rights chosen will be designed to support the learning environment and ethos within the classroom.
- 2.5** Bullying and racism are not tolerated in school and are dealt with very seriously. If a child is known to be bullying other children then they will receive a letter home warning that future incidents of bullying will result in a Behaviour Referral Meeting.
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Use of Reasonable Force, 2013. 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. The actions that we take are in line with government guidelines on the restraint of children. Some staff have been trained in team teach and these adults would usually be the ones who would carry out any physical intervention or restraint. However all staff have the authority to physically restrain a child if they are placing others in danger. – See Positive Handling Policy & Use of Safespaces Policy.
- 2.7** The Assistant Headteacher supports the class teacher, teaching assistants, non-teaching adults, children and parents. They work closely with the Headteacher to offer pastoral care and improve behaviour outcomes for pupils. The Assistant Headteacher offers one to one sessions with children who need to speak privately about matters that concern them. 'Every child has the right to privacy.' Article 16
If a child continues to demonstrate behaviour that is not respectful of the class charter then they may have to spend time out of class and work in the Ready to Learn room or with their Department Leader. The Assistant Headteacher supports children in resolving any conflicts. They encourage children to be respectful of each of other and listen to both points of view.
'Every child has the right to an opinion.' Article 12

3 The Role of the Class Teacher

- 3.1** It is the responsibility of the class teacher as the duty bearer to ensure that the class charters are used in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2** 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. 'Every child has the right to an education that develops talents and abilities.' Article 29
- 3.3** The class teacher treats each child fairly and refers to the classroom charter & Zones of Regulation display consistently. The teacher treats all children in their class with respect and understanding.
'Every child has rights.' Article 2

5 The Role of Parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about acceptable behaviour both at school and at home.
- 5.2 Parents are given a copy of the Ready to Learn System. They are expected to promote the school policy at home and support the school when asked.
- 5.3 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.
- 5.4 If a serious incident occurs parents are contacted by the Assistant Headteacher. If parents have any concern about the way that their child has been treated, they should initially contact the Headteacher. If the concern remains, they should contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- 5.5 We expect parents to conduct themselves in an appropriate manner and acts of aggression towards staff, whether verbal or physical, will not be tolerated. All such acts will be referred to the Governing Body, reported to County Hall and reported to the police.

6 The Role of Governors

- 6.1 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 carrying out these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school agreed behaviour policy, but governors may give advice to the headteacher and are fully involved in the process of reviewing policy and guidelines.

7 Fixed-term and Permanent Exclusions

- 7.1 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In some rare cases, where a pupil deliberately attempts to have a fixed term exclusion issued against them the Headteacher may take the decision to exclude within the school. This means that the child is isolated from the rest of the school for the duration of the exclusion.
- 7.2 If the headteacher excludes a pupil, they inform 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.
- 7.3 The headteacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately.
- 7.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

- 7.5** The Governing Body has a Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6** 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 LA and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Procedures following a Permanent Exclusion

1. The meeting of the Discipline Committee of the Governing Body should be held with all parties, including the member of staff who is putting the school's case, the parent/carer*, pupil and LA representative in attendance. All parties should be present at the start of the meeting.
2. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should declare that interest and withdraw from the meeting.
3. The senior member of staff presenting the school's case should give a report outlining the reasons for the exclusion.
4. The Governors, parent/carer*, pupil and the Director of Education's representative should be allowed to ask questions.
5. The Director of Education's representative will share any relevant reports relating to the exclusion. Other agencies who have information relevant to the exclusion should be given the opportunity to inform the meeting.
6. All parties should have an opportunity to consider this information at this stage.
7. The parent/carer* and pupil should be heard.
8. The Governors, School's representative and the Director of Education's representative should be allowed to ask questions of the parent/carer* and pupil.
9. The member of staff should summarise the school's case.
10. The parent/carer* and pupil should summarise their case.
11. The parent/carer*, pupil, LA representative (unless he or she is Clerk to the Discipline Committee), Head Teacher and member of staff putting the school's case and any governors whose connection with the excluded pupil requires them to withdraw must leave the meeting. If any further advice or clarification is required all participants will be recalled together.
12. The Discipline Committee of the Governing Body consider the evidence, representations from parents/carers, pupil and LA and advice from DfES Improving

Behaviour and Attendance Guidance on Exclusions from Schools and Pupil Referral Units, and decides:

- (i) whether to direct reinstatement and, if so, whether extra short-term support would help to ensure successful reintegration.
- (ii) if the exclusion is upheld, ensure that the school has satisfactory arrangements in place for the pupil to continue their education while away from school until any appeal process has been completed.

13. The Clerk to the Discipline Committee will write to the parent/carer* within one school day after the meeting confirming the decision of the Discipline Committee including reasons for their decision, and explaining the parents/carers* right of appeal, should the decision be upheld.

* Parents/carers may if they wish have someone of their choice to accompany and assist them at the meeting or send a representative

Procedures following a Fixed Term Exclusion

Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Exclusions for 6 consecutive days or longer – the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion.

8 Behaviour Outside of School

The Education and Inspections Act 2006 gives headteachers the power regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school agreed behaviour policy which may result in an exclusion. If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the headteacher has the right to investigate these issues in school and put in place appropriate sanctions.

We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

'Every child has the right to be protected.' Article 19

9 Power to Search Pupils for Weapons

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

10 Monitoring

- 10.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

- 10.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Racial incidents are logged on the report form (Report of Racial Incident) and sent off to the Equal Opportunities Officer at County Hall.
- 10.3** The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 10.4** 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.

11 Review

- 11.1** The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.