



Behaviour Policy

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Document history

- Issue 1: This was a version written in 2003 in a different format.
Issue 2: Complete re-write of previous policy (Issue 1)
Issue 3: An extensive revision of Issue 2
Issue 4: An extensive revision of Issue 3, including document title change to Behaviour Policy.

1 Hollingworth's Behaviour Principle

The Headteacher and Governing Body are committed to creating a safe and secure environment in which children can learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. The Senior Management Team recognises that every member of the school community has a responsibility for promoting good behaviour in school. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of respect. We will always take a considered and sensitive approach in order that we can support all of our pupils.

2 Mission Statement

Respect each other, take responsibility and realise your dreams.

3 Aims and Objectives

The aims and objectives of our Behaviour Policy reflect and support Hollingsworth's Mission Statement and Aims.

- To encourage a calm, purposeful and happy learning environment within our school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
- To develop a consistent Hollingworth approach for promoting positive behaviour throughout the school. (Appendix 1)
- To ensure that expectations of behaviour are clearly communicated to children.
- To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
- To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
- To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
- To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
- To effectively manage incidents of bullying, sexism or racism if and when they occur.

4 Providing a safe and supportive environment

4.1 Responsibilities of Children

- To work to the best of their abilities and to allow others to do the same
- To treat others with respect at all times
- To respond appropriately to the instructions of staff and other adults working in school

- To take care of property and the environment in and around school
- To co-operate with children and adults in all aspects of school life
- To help formulate and comply with the classroom rules
- To move sensibly and quietly in and around school
- To share in celebrating the achievements of all members of the school community

4.2 Responsibilities of Staff

- To fully comply with the school's policies and procedures
- To attend appropriate training
- To inform the Headteacher of any concerns
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential by offering high quality learning experiences
- To maintain high expectations of pupil behaviour and learning
- To provide an interesting, relevant and challenging curriculum
- To create a safe, stimulating and pleasant environment for learning
- To use rules and sanctions clearly and consistently
- To be a good role model for behaviour
- To establish effective partnerships with parents so that children can see that key adults in their lives share a common aim
- To recognise each child as an individual and to take into account the needs of each child
- To praise and reward appropriate behaviour and achievements

4.3 Responsibilities of Parents

- To ensure children attend school regularly and arrive on time each day.
- To inform school immediately of the reason for any pupil absence.
- To tell school staff about anything that may affect children's work and well-being at school.
- To show an interest in all that their child does at school
- To offer help and support with learning at home, including the completion of homework.
- To encourage independence and self-discipline in their children
- To establish good communication with school staff and support the behaviour policy
- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
- To work with school staff to address and review any behaviour issues with their children

4.4 Responsibilities of Governors

- To ensure Hollingworth has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
- To ensure the Behaviour Policy is made available to parents on request
- To ensure that Hollingworth has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management

- To ensure that staff undertake appropriate behaviour management training
- To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

5 Government guidance on ensuring good behaviour in school

The Head Teacher and Governors believe that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our schools. Our schools have adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools, April 2011):

Powers to Discipline:

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil’s property. Headteachers can also decide to suspend or to permanently exclude a pupil.”

Searching Pupils:

“School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items.”

Use of Reasonable Force:

“All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.”

Exclusion:

“The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community

6 School training and staff induction

At Hollingworth Primary School we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve Hollingsworth’s aims. The

behaviour policy and behaviour procedures have been formed in collaboration with all staff, parents and the Governing Body.

The Department for Education expects that “every teacher will be good at managing and improving children’s behaviour” (April 2011) and our school maintains the same high expectations; to support the encouragement of good behaviour and discipline in our school.

At Hollingworth all staff receive appropriate and relevant training in behaviour management. All Hollingworth staff, including Lunchtime Supervisors, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools systems.

Newly Qualified Teachers receive training and support as part of their induction. Their NQT Induction Tutor/Mentor will support them with any concerns and issues regarding behaviour management strategies and the schools procedures. Any new members of staff will receive training in the schools behaviour policy and procedures as part of their induction.

6.1 Related school policies

The Behaviour Policy is one of the essential Safeguarding Policies of the Hollingworth Primary School.

‘...safe-guarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying...and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population’

Safeguarding Children and Safer Recruitment in Education DfES 2007

The following school policies are related to the Behaviour Policy:

- Child Protection Policy
- Inclusion Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safe Use of the Internet Policy
- Admissions Policy
- Medicines Policy
- Special Educational Needs Policy

7 The Behaviour Procedure

Classroom rules

During the first half term, the children and the teacher(s)/ classroom assistants devise a classroom set of rules together. This promotes ownership of the rules, as children are involved in deciding what they should be and why they are needed. These focus on rights and relationships and help to define the ethos of our school. The agreed rules are displayed in classrooms so that children are reminded of

them. All our rules help to achieve an orderly ethos in which achievement and positive relationships are valued equally.

School Rules

Rules for the whole school and for the classroom are similar. This promotes consistency throughout the school and sets expectations of good behaviour.

Whole school rules

We do not hurt one another with words or actions.

We keep our school clean, tidy and safe.

We move sensibly and quietly about the school.

We do not wear jewellery, apart from watches and studs in pierced ears.

We listen and treat everyone with courtesy and respect.

We bring toys and games to school only with the teacher's permission.

We do not bring to school anything which could hurt others. Staff can search and confiscate these things.

Playtime rules

We line up quickly and quietly, as soon as playtime ends.

We play happily without any kind of fighting.

We do not remain in school unsupervised.

We use equipment sensibly in a way that will not hurt or annoy anyone.

We follow the rota for playground games.

7.1 Rewards and Sanctions

Our rewards and sanctions system should help to reduce any level of bullying. Most victims of bullying and some bullies suffer from low self-esteem. Our system should help such children to feel better about themselves. The sanctions may help prevent overt physical attacks or bring an end to name calling.

Rewards

At Hollingworth we recognise good behaviour. We value praise to encourage children. Our praise and reward systems involve public recognition of good behaviour. Recognition is part of the reward.

- Weekly good work assemblies are held which we share with parents and carers to celebrate and recognise good work.
- Staff may refer a good piece of work to a senior member of staff
- A weekly Awards Assembly is held each Monday, with a certificate being presented to one child from each class for his/her achievements during that week.
- A system of family points operates throughout the school, with each child 'belonging' to one of four families, with children encouraged to work hard to receive points and badge awards. The children receive a merit badge for 25 points, a bronze badge for 50 points, a silver badge for 75 points or a gold badge for 100 points. These are presented at a whole school assembly.
- Good attendance is always acknowledged and encouraged. This is reflected in our positive reward system. This stepped award approach is aspirational and encourages the children to aim for 100% attendance. (Appendix 3)
- We use Golden Time as a reward for good behaviour. Individual teachers can decide when and for what duration Golden Time is awarded, depending on the particular circumstances.

Sanctions in the classroom

- A verbal warning is given.
- A second verbal warning is given and a child's name is put on the board.
- A cross is put next to a child's name and s/he is sent to another classroom for a period of about 10-15 minutes.
- Parents/carers will be informed in cases of persistent bad behaviour and other measures may be mutually agreed.

Children who have additional needs and younger children may be subject to differentiated sanctions.

Sanctions that may also be employed

- Loss of Golden Time.
- Child is moved to another seat
- Child loses 5 minutes of playtime.
- A detention may be given for instances of bad behaviour which occur outside the classroom e.g. on the corridor or playground. A detention provides the opportunity to discuss behaviour with a child/ren.

All sanctions are an opportunity for a member of staff to:

- Remind the child about rules and expected behaviour
- Address the issues in circle time or in whole school assemblies or Key Stage assemblies.

Emergencies

In an emergency, where behaviour is cause for considerable concern, staff should escort the child to the closest senior member of staff. If this is not possible, send a reliable pupil with a message to a senior member of staff. If the Head teacher is available in school, this should be her, or in her absence the Deputy Headteacher.

7.2 Lunchtime Behaviour

The midday supervisors in collaboration with the Head teacher are responsible for supervising the lunchtime break. To support the authority of the midday supervisory staff, there exists a range of positive rewards and sanctions. Midday supervisors will inform class teachers of any rewards or sanctions given to children in his/her class. A system of Peer mentoring is used (playground buddies), to support younger children. This system complements the role of the supervisors in making lunchtimes positive and constructive.

Rewards

- Midday supervisors each nominate a 'child star of the week' to receive a weekly prize for good behaviour. Mrs Walker will record class stars of the week in a book kept in her room.
- A system of reward slips exist for children who display appropriate behaviour and good manners. The children can share these with parents/carers.

Sanctions

- Sanctions begin with a verbal warning, where a clear explanation of acceptable behaviour is given. Following this 'Time Out' should be given to enable a child to spend some quiet time thinking about their behaviour.

- For continued inappropriate behaviour a detention may be issued. Midday supervisors are to complete a detention slip and hand this in at the office after informing the class teacher of the detention. Office staff will complete the entry in the detention book.
- If a child receives more than 2 detentions in a week, his/her parents are to be notified of this. S/he will be sent to the library on Friday dinnertime. A member of the Senior Management Team will check and inform library staff and issue letters to parents. The names of children who have received 2 detentions in any one week will be recorded and followed up by discussion with a child's class teacher. The midday supervisors will inform class teachers if they have given a child a detention.
- A system of 'red slips' exists for children whose behaviour seeks to undermine the safety and well being of other children as well as themselves, or which compromises the authority of the supervisors. If a child is issued with a red slip, the midday supervisors must inform the Headteacher. There is a graduated response to the issuing of red slips, as follows:

1 red slip: a discussion with the Head teacher and child about behaviour. Parents will be informed.

2 red slips: temporary removal from the playground. Parents will be informed.

3 red slips- slips are sent out by the Head teacher with an explanatory letter, to bring unacceptable behaviour to parents/carers attention. Repeat of significant poor behaviour puts a child at risk of a fixed-period lunchtime exclusion.

8 Supporting children with behavioural problems

The school will make use of outside agencies to support children with behavioural issues. The support given will be age related and appropriate to support the needs of the child. Parents will be supported, informed and expected to support school with behavioural programmes set in place.

Pastoral Support Plan

When a child's behaviour is persistently unacceptable, and the child has been or is at risk of being excluded, and when routine rewards and sanctions fail to modify his or her behaviour, then a more structured system of behaviour modification is necessary. Parents/ carers should be involved and a written "pastoral support plan" should be established. In conjunction with parents/ carers and if necessary supporting out-side agencies, the school will document the problems and set behavioural targets for the child. The aim is to avoid first or further exclusions.

Learning Mentor

The school has a Learning Mentor who is available to support children (both individually and in groups) who have behavioural, emotional or academic needs. The Mentor will liaise with a child's parents/carers/SENCO to provide a period of support to enable the child to fully access his/her learning.

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 our behavioural procedure. The alternative procedure will be formed in an 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.

9 Exclusions

The school's procedures on exclusion will be governed by The Education Act 2011. Should it become necessary to remove a child from school on disciplinary grounds, the school will always do this in accordance with the law.

The Headteacher will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. Review panels will review decisions but will not have the power to force a school to reinstate an excluded pupil.

10 Parents/Carers

The standard of behaviour expected of all pupils is outlined in our home-school agreement. (Appendix 4)

We have, and we ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged from 5) receives a suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the local authority requiring them to register their child at a school.

Parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if Hollingworth Primary or Tameside authority applies for one.

11 Allegations of abuse against staff

Allegations of abuse will be taken seriously and the Governing Body and the Headteacher will deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the child and at the same time supports the person who is the subject of the allegation.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Malicious accusations made by pupils will be investigated by the school. Appropriate pastoral care will be offered to any member of staff accused of misconduct.

12 Appendix 1: SEAL Behaviour Strategies

Behaviour Strategies and the Teaching of Good Behaviour

Use of SEAL in the curriculum

The SEAL curriculum resources provide us with an explicit, structured whole-curriculum framework for developing all children's social, emotional and behavioural skills. They give guidance and practical support in five broad social and emotional aspects of learning:

- self-awareness
- managing feelings
- motivation
- empathy
- social skills.

Each year group will cover seven themes throughout the year. School assemblies delivered to KS1 and KS2 children, at the start of each half term, launches classroom based activities on the theme. All the classes in school will be thinking about the same ideas and using a shared language over the same period of time.

SEAL teaches children how to use thinking skills and feelings together to guide their behaviour. We have a shared understanding and use of these strategies across the school.

13 Appendix 2: Positive attendance awards

A stepped-award approach has been adopted to encourage children to try to achieve 100% attendance. In consultation with the children, these awards have been introduced:

Each half term, children with 100% attendance will earn an extra playtime.

Half term 2
A film to watch

Half term 3
Art and craft activity

Half term 4
Baking

Half term 5
A nature session

Half term 6
A trip

14 Appendix 3: Home School Agreement

HOLLINGWORTH PRIMARY SCHOOL HOME SCHOOL AGREEMENT

It is by working together that we will be able to promote a positive atmosphere within which our children can flourish. We ask you to read and sign the following agreement reflecting this partnership.

PART ONE Parents / Carers

I / we shall:

- make sure my/our child attends school regularly and on time and notify the school of any absence **in writing**; let them know on first day of absence,
- make sure my/our child is appropriately dressed (the school has a uniform) and brings to school the required resources and equipment, especially PE kit;
- encourage my/our child to complete any homework set;
- attend parents' meetings and discussions about my/our child's progress;
- support my/our child in the care of school books and equipment that are sent home.
- make the school aware of any concerns or problems that might affect my child's work or behaviour.
- support the school's policies and guidelines for behaviour.

Signature(s)

Together we will try to:

Share any concerns or problems that might affect the child's work or behaviour.
Support the child's educational and social development.
Prepare the child to be a confident and happy member of society.

PART TWO The Child

(a) Reception, Year 1 and Year 2:

With my/our parents' / carers' help I shall begin to take responsibility for:

(b) Years 3 – 6

I shall:

- attend school regularly and on time;
- dress appropriately; taking pride in my appearance and remembering that I represent my school at all times.
- do my class work and homework to the best of my ability;

- be polite and well behaved
- Follow our school rules.
- Share and talk about any problems I have and ask for help when I need it.
- Take care of school equipment, our building and the school surroundings.
- Bring all my equipment I need every day.

Child's signature

PART THREE The School

The School will:

- care for your child's safety and happiness;
- Encourage children to believe in themselves, feel valued, and achieve their full potential.
- provide a balanced, stimulating, and well-taught curriculum and meet the individual needs of your child;
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- keep you informed about general school matters and, in particular, about your child's progress;
- be open and welcoming and offer you opportunities to become involved in the life of the school;
- ensure that the child's right to tell, be heard and be helped is acknowledged.

Headteacher's signature: