



Highfield Community Primary School

Behaviour Policy 2023

Introduction

This document gives guidance on behaviour management and identifies our whole school approach. It provides information to staff, supply teachers, trainee teachers, governors, parents/carers and other visitors.

Rationale

Children learn best when they are safe, happy and valued. We believe that everybody who attends our school have the following rights :

- **The right to learn.**
- **The right to be happy**
- **The right to be valued**
- **The right to be safe**

Aims

- To develop a calm, safe, happy environment where children are able to learn and staff are able to teach effectively.
- To develop a consistent approach to behaviour management throughout school.
- To reward children who follow the school rules.
- To ensure children know their rights and responsibilities and understand the consequences of the choices they make.

Golden Rules

Our 'Golden Rules' are :

- **We are always kind – we do not hurt each other.**
- **We always work hard – we never waste time.**
- **We listen to people – we do not interrupt or shout out.**
- **We are respectful – we value everybody and their possessions at our school.**
- **We are polite – we show good manners.**
- **We are honest – we always tell the truth.**

The rights and responsibilities, including the 'Golden rules' are displayed prominently throughout the school and in every classroom.

Rewards

We value all our children at Highfield Community Primary School and have various ways to celebrate successes and achievements e.g. merit award assembly, VIP's, stickers, certificates etc. In implementing the above strategies we strive to use a calm, positive, fair approach where children are rewarded and acknowledged for good behaviour whilst knowing the consequences of their actions. If the rights are followed children have the opportunity to share successes and achievements with other children, staff, parents/carers, Deputy Head Teacher and Head Teacher.

Consequences

Examples of behaviours	Consequences
<u>Mild behaviour</u> <ul style="list-style-type: none">• Not following instructions	<ul style="list-style-type: none">• Verbal warning and reminder of the rights and golden rules

<u>Moderate behaviour</u> <ul style="list-style-type: none"> Repeatedly not following instructions Disrupting others Talking over others and interrupting Defiance Using inappropriate language Being unkind to others 	<ul style="list-style-type: none"> Verbal warning and reminder of the rights and golden rules Break time detentions at the discretion of the staff <ul style="list-style-type: none"> children will miss 5 - 15 mins of playtime and 5 - 40 mins of lunchtime break. This depends on the regularity and severity of their behaviour A miss of break time is recorded on CPOMS. Record of incident includes time, reason and action If this occurs more than three times parents/carers will be informed
<u>Extreme Behaviour</u> <ul style="list-style-type: none"> Racial, homophobic or sexist abuse Theft Vandalism Bullying (please refer to the school's Anti-Bullying policy) Putting self or others in danger or at risk of harm 	<ul style="list-style-type: none"> Break time detentions at the discretion of the staff <ul style="list-style-type: none"> children will miss 5 - 15 mins of playtime and 5 - 40 mins of lunchtime break. This depends on the regularity and severity of their behaviour Parents/carers will be informed In the case of racist, homophobic or sexist incidents a letter will be sent home and the Local Authority guidelines will be followed If incidents persist, the Deputy Head Teacher or/and Head Teacher will meet with child and parents/carers A individual behaviour plan will be considered if behaviours persist Outside agency support will be considered if behaviours persist All incidents and actions will be recorded in detail on CPOMS

When sharing warnings and consequences with the children, staff all talk clearly and calmly. The children are given the reason for the warning and/or consequence and staff offer suggestions and support to ensure the rights are followed.

Staff remind the whole class and individuals of the school rights and golden rules regularly.

If staff have tried all strategies and feel they need assistance in the classroom they can ask the Head Teacher or Deputy Head Teacher to support. Should interventions and support not succeed in managing the child's behaviour, the action taken will be at the discretion of the Head Teacher and may include fixed term or permanent exclusion (please refer to the school's exclusion policy).

The role of the staff

- It is the responsibility of staff to ensure that the school rules are enforced in their classes/session, and that their classes behave in a responsible manner during lesson time.
- The staff in school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The staff treat each child fairly, and enforce the rights and golden rules consistently.
- The staff treat all children in their classes with respect and understanding.
- The staff liaises with external agencies, as necessary, to support and guide the progress of each child.
- The staff report to parents and carers about the progress of each child in their class, in line with the whole-school policy.

The role of the Head Teacher

- It is the responsibility of the Head Teacher 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 Head Teacher to ensure the health, safety and welfare of all staff and children in the school.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of extreme behaviour.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school ethos and rules in the school prospectus, and we expect parents and carers to read and support them.
- We expect parents and carers 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 and carers if we have concerns about their child's welfare or behaviour.
- If the school has to use the consequences listed above, we expect parents and carers to support the actions of the school. If parents and carers 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 Head Teacher. If they feel that their concern is still not addressed they can contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (please refer to the school's complaints policy).

The 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 Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- Only the Head Teacher (or Deputy Head Teacher acting in the absence of the Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head Teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.
- The Head Teacher 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 cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.
- When an appeal panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Use of Reasonable Force

- The term 'reasonable force' covers the broad range of actions which may be used by staff at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent risk of harm to themselves or others.
- 'Reasonable in the circumstances' means using no more force than is needed.
- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Staff can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
 - restrain a pupil at risk of harming themselves through physical outbursts.
- Staff cannot:
 - use force as a punishment – it is always unlawful to use force as a punishment.
- All staff have completed 'Use of reasonable Force' training from Clennell Education solutions, a company that provides support for schools for all their behaviour and safety needs.
- If there is a more serious incident of reasonable force being used, parents/carers will be informed. They will be told the context in which the incident happened and the outcome. The incident and actions will also be recorded in detail on CPOMS.
- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child when walking through school or on a visit;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid.

Monitoring and review

- The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps an electronic record (CPOMS) of incidents. There are separate recording forms where incidents have been discriminatory but these are additional and used to send to the LA with incidents still being recorded on CPOMS.
- The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 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. The governing body will pay particular attention to matters of discrimination.
- The governing body reviews this policy every three 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.