



SPARKENHOE COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY

Person responsible for policy: SMSC coordinator

INTRODUCTION

Children gain high self-esteem through success at school, a supportive home life, consistent and appropriate discipline at home and at school, the presence of good role models of behaviour and the encouragement and companionship of friends. These help children to take a full and productive part in the life of the school. High standards of behaviour complement our ethos of equality of opportunity for all.

The behaviour policy has at its core a reward system to encourage high standards of behaviour and mutual respect at all times. This behaviour policy has been written to be applicable for ALL children aged 3 - 11 years. We acknowledge that different behaviours will be expected as children grow older.

We strive towards equality of outcomes for all associated with our school. Towards this end we

- take positive steps to ensure equal opportunity for all
- have a mutually supportive approach
- seek to engender high self-esteem
- aim for consistency
- strive for high standards
- aim to develop good quality relationships
- celebrate the cultural diversity of our school and community
- have a clear planned approach

AIMS AND OBJECTIVES

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. The school's 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 in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting 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.

The school expects every member of the school community to behave in a considerate way towards others.

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

We teach all children to be responsible for their own actions and the consequences.

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

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.



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REWARDS AND SANCTIONS

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

- Teachers congratulate children.
- Children earn merit, bronze, silver and gold badges through the phase specific rewards system. These are presented in special assemblies and parents are invited.
- Two children are nominated from each class to be 'pupil of the week'.
- Each 'pupil of the week' receives a certificate/postcard in the school assembly.
- Teachers inform parents/carers about good behaviour/attitudes before or after school.
- Reward postcards are sent home to highlight and reward acts of kindness, politeness, good behaviour and effort in school.
- Value postcards are sent home when a child has displayed attributes linking to the school values.

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 to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer 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 reprimands him or her. If a child misbehaves repeatedly, further steps may be taken which include working elsewhere in the classroom or away from the classroom.
- On occasions, teachers may require children to stay in at lunchtimes or breaktime to reflect on their behaviour or catch up on work missed. This is at the teacher's discretion.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is reprimanded. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Serious incidents of this nature are always dealt with by SLT.

The class teacher discusses the school's Golden Rules with each class. These are displayed in all classrooms and other areas of the school. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap 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. The actions that we take are in line with government guidelines on the restraint of children and all staff are trained in the use of Team Teach techniques.



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THE ROLE OF THE CHILD

Children are regularly reminded of the Golden Rules and are expected to follow them.

The Golden Rules are:

- I will walk quietly through my school - I will not run.
- I will be honest and truthful - I will not lie.
- I will do as I am asked by adults in school - I will not argue.
- I will take care of equipment and look after my school - I will not break things.
- I will persevere, progress and achieve - I will not give up.
- I will talk to adults to solve my problems - I will not retaliate.

THE ROLE OF THE CLASS TEACHER

It is the responsibility of class teachers to ensure that the school rules are enforced throughout the whole school, and that all children behave in a responsible manner during lesson time and around the school.

The class teachers in our 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 class teacher treats each child fairly, and enforces the Golden Rules consistently. The teachers treat all children in all classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher records all incidents on CPOMs (a secure online monitoring tool). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the phase leader. If this does not impact upon the child they are sent to a member of SLT. If this happens parents will always be contacted.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

All adults working in school should ensure that:

- Children have a clear understanding of the Golden Rules
- Children are fully aware of the rewards system and are using it consistently.
- They are fulfilling their responsibilities (see staff code of conduct)

THE ROLE OF THE HEAD TEACHER

It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school, including when appropriate, reference to the school's Safeguarding policies.

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.



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The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

THE ROLE OF PARENTS/CARERS

Parents are expected to:

- Ensure that their child(ren) comes to school regularly, on time and properly equipped, with clothing and belongings labelled.
- Make the school aware of any concerns or problems that might affect their child(ren)'s work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support their child(ren) with homework and other opportunities for home-learning.
- Attend parent's evenings and discussions about their child(ren)'s progress.
- Get to know about their child(ren)'s life at school and what he/she is learning.

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

The school Golden Rules are available on the school website, and we expect parents and carers to support them. The Golden Rules are shared regularly with children in class and assemblies.

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to reprimand a child, 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 followed by the phase leader then senior leaders/headteacher if the concern is unresolved. If the concern still remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

THE ROLE OF GOVERNORS

Governors are expected to:

- Know that the staff at Sparkenhoe are striving to create an atmosphere where every child is encouraged to achieve their full potential.
- Be fully informed of all initiatives and challenges
- Offer advice and feedback from the local community.
- Support staff at all times in maintaining a positive ethos in school.

The governing body has the responsibility of setting down 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.



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FIXED TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from maintained schools, academies and pupil referral units in England (2017). We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the head teacher (or a senior member of staff 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, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or 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 itself cannot either exclude a child or extend the exclusion period made by the head teacher.

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 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.

DRUG AND ALCOHOL RELATED INCIDENTS

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the school follows the procedures as set out in the Leicester City Council Medicines policy.

The school will take very seriously misuse of any substances such as tobacco, drugs, glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion and the police will be informed. If the offence is repeated, the child could be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The



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child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.

If the offence is repeated, the child could be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child could be permanently excluded from the school. The police and social services will also be informed.

MONITORING AND REVIEW

The head teacher monitors the effectiveness of this policy on a regular basis. They also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Records concerning incidents of misbehaviour are recorded on CPOMS (secure online monitoring tool) where appropriate.

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 all exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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.

This policy was reviewed by the Governing Body on 9th April 2018



GUIDANCE NOTES FOR STAFF

The Rewards System

This system is designed to give all pupils short and long-term rewards and incentives.

1. Pupils of the week
 - Senior Leaders hold weekly achievement assemblies.
 - Each teacher, with input from other staff members, nominates two children each week to receive 'pupil of the week' awards in assembly.
2. Phase rewards
 - Children earn stars or points throughout the year towards badge awards.
 - The badges are merit - 50 points; bronze - 100 points; silver - 150 points; gold - 200 points; star - 300 points.
 - Badges are presented in front of the child's parents/carers in assemblies and pinned to the child's achievement lanyard.
 - All pupils should be able to attain merit and bronze certificates over a year.
 - It is expected that pupils who demonstrate consistent good behaviour will achieve their gold or star certificates.
 - Pupils have to earn approximately 10 stars, points, stickers a week to obtain a gold certificate. Teachers should bear this in mind when awarding these.
 - These can be achieved for very good work, sustained politeness and good behaviour, completing homework, good contributions to class discussion and at other times at the discretion of the class teacher.

House points

- All children are allocated to a house.
- Children earn points for their house when they receive awards.
- Children earn points for their houses by taking part in inter house competitions.
- All children in the winning house take part in an end of year treat.

Instances of anti-social behaviour

All instances of anti-social behaviour need to be first dealt with by whichever member of staff is present.

That staff member should pass information to the class teacher or a teacher who knows the child well for them to deal with the situation.

Serious incidents that happen at lunchtime should be relayed to the class teacher/SLT as soon as possible.



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In most cases the class teacher will deal with instances of inappropriate behaviour.

This could include:

- A quiet reminder.
- An invitation for child to sit slightly apart from group but **at all times child must still be involved in the lesson and must always have a full view of the teacher/board etc.**
- Keeping the child in for completion of work or to do a task useful to the school community (A member of staff must always supervise this).
- If extra work is to be set, National Curriculum subjects should not be set as a punishment.
- Withdrawal of privileges may include extra curricular activities, but not National Curriculum subjects as they are compulsory (The exception to this could be physical activities such a swimming where it is felt there is a danger involved).

It is the adult's responsibility to ensure that the child is aware of why they are being punished, the extent and the consequence of any punishment. **Teachers must always make it clear that it is the behaviour that they are displeased/disappointed with – not the child.** The child should be given realistic opportunities to modify their behaviour and should be set clear targets.

The teacher also needs to consider:-

- Does each child have the appropriate level of work?
- Does each child understand what s/he has to do?
- Is it possible to sit with the child causing disruption (or ask any classroom helper to do so).
- Can they see the appropriate children to keep a check on behaviour?
- Can children be moved away from each other if appropriate?
- What can I do to alter this behaviour? Reward system (individual or group), **reinforcement of positive behaviour** etc.

Special Educational Needs

Some children may be on the SEN register and have an IEP with reference to behavioural issues. All children repeatedly showing behavioural difficulties should be on the SEN register where their IEP will specify behavioural targets. These will be incorporated into the school's overall approach but effective, individual rewards and consequences may be specified.

Note that consequences need to be consistent and fair across the school and be appropriate to the age and needs of the individual child.



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When faced with difficult situations:

- Remain calm.
- Deal with each pupil separately, not in a group.
- Avoid confrontation by providing a reasoning adult role model.
- Send another child to find another member of staff to help you if necessary.
- Avoid physical contact whenever possible. If restraint does become necessary, perhaps to prevent a child hitting another or to stop them 'running wild', exercise extreme caution and use appropriate Team Teach techniques.
- *For your own protection* do not deal with difficult instances in a closed room or obscured corner unless you have another adult with you.
- Occasionally a child may leave the classroom without permission. Send another adult to locate him/her. Should a child actually leave the building, send a message to the head, deputy or senior teacher (e.g. in Gopsall building) immediately- **DO NOT CHASE AFTER THE CHILD**. An adult should monitor the child from a distance that does not cause the child to run.

Lunchtime Supervision

At lunchtimes the following sequence should be followed:

1. A warning or reminder about behaviour should be given.
2. Name of child and note of incident should be passed to the class teacher.
3. More serious incidents, i.e. anything that could cause physical injury or damage to property should be reported immediately to the member of staff on dinner duty or a senior teacher.
4. Consistent poor behaviour at lunchtime could result in the child:
 - being kept inside.
 - being sent to a senior member of staff.
 - being asked to go home at lunchtimes for one day the first time, two the second and so on. (This would be recorded as a lunchtime exclusion and exclusion procedures followed).

References

SEN Code of Practice

Dfes circular 10/98

Exclusion from maintained schools, academies and pupil referral units in England (2017)