Holymead Primary School
Behaviour Policy

Rationale

Everyone at Holymead Primary School has the right to feel welcome, safe and secure. Our school is committed to actively working to prevent all incidents of inappropriate behaviour and ensure that all members of the school community achieve their full potential. Children should become aware of their rights and learn how to respect the rights of others and their environment, leading to a culture of supportive and independent learning. This will link directly to UNICEF and the Rights Respecting Schools agenda (Article 1 and 2).

Purposes/aims

- To promote an atmosphere in which effective learning may take place
- To create a friendly, caring and secure environment in which our children may develop a sense of pride in themselves, their achievements and their school
- To ensure the promotion of equality of opportunity for all pupils
- To develop in our pupils a responsible attitude to themselves, other people and their property
- To ensure the safety of all members of the school
- To promote respect for all members of the wider community

Guidelines

- All staff need to be involved in ensuring that our children develop positive attitudes and modes of behaviour
- All staff must realise their position as a role model for appropriate behaviour
- All children need to be involved in making and maintaining the rules. They have a right to say what they think should happen…and to have their opinions taken into account. (Article 12)
- All rules should be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances
- Expectations should be phrased positively e.g. "walk slowly" rather than "don't run"
- Staff need to use a quiet and calm manner
- Sanctions for inappropriate behaviour should be clear and applied consistently
- Rewards/Sanctions for work expectations should also be clear
- Sanctions should be appropriate, fair and relevant and take into account individual circumstances (Article 39).
- Discipline should respect children's dignity (Article 28). Therefore, sanctions should not humiliate but allow the child to learn from their mistakes
- Children should be given time to reflect and discuss their behaviour

Class Charters

As part of the Rights Respecting School agenda, pupils should be involved in the rule making process and create classroom charters to develop behaviour management (Article 12). The rules need to cover the things such as:

- Listening to adults and each other
- Treating adults and each other with respect
- Respecting the right of others
- Being kind and tolerant
- Trying to do our best
- Helping others to learn
- Working appropriately -quietly and sensibly/independently or collaboratively
- Playing appropriately e.g. sharing, not hurting others
- Keeping hands and feet to ourselves
- Looking after the school environment and respecting property
- Upholding the rules agreed
- Rewards and sanctions in response to their behaviour

These can be linked to Article 31; all children have a right to relax and play, and to join in a wide range of activities and also Article 14; the right to think and believe what they want...so long as they are not stopping other people from enjoying their rights.

Emergency Cards
An emergency card should be situated in every class room in order for help to be summoned quickly in the event of an emergency e.g. child out of control or a collapsed member of staff.

Rewards
Holymead Primary School recognises that 'young people should be encouraged to reach the highest level of education they are capable of' (Article 28). Therefore, pupils should receive appropriate recognition for good work or behaviour. Rewarding positive/appropriate behaviour is usually far more effective than punishing poor behaviour. Rewards and praise are more effective when they are specific as they help the child to focus on how to do things better. The following rewards are used:

- Verbal or written praise
- School stickers, smiley faces
- Individual certificates for work, attitudes, behaviour and attendance-receiving praise in assembly
- Sent to the head teacher for doing something particularly well
- Parents spoken to/phone call home

EYFS
Teachers use a rainbow behaviour system. Pupils start on the sunshine each day. Then for good behaviour and good work they move up the rainbow and receive a sticker at the end of the day. If they don't follow the Class Charter they move to the rain cloud and then the thunder cloud. On the thunder cloud they are seen by a member of SLT.

KS1
Children's good work and behaviour is recorded in the Praise Book and the children receive recognition in assembly and a sticker to show parents. Children's names are displayed on the achievement wall in the entrance hall.

KS2
Positive behaviour can lead to pupils being chosen as 'star of the week'.
Golden time can be earned at the end of each term. Individuals may lose time for poor behaviour.

Sanctions
The sanctions' structure has been discussed and accepted by the whole school. We expect pupils to realise that appropriate/positive behaviour is rewarded and unacceptable behaviour results in sanctions. We aim to help children understand that they have rights and that they cannot take away the rights of others.
The nature and severity of a pupil's breach of our Class Charters will determine at which level the child is reprimanded in the following guidelines for Sanctions.
The Behaviour and Attitude Charter needs to be displayed and followed. This is written in a child-friendly way and follows the same sanctions below.

Sanctions
Stage 1: The child is reminded of the class charter/school rules/playground charter and is reprimanded by the member of staff who witnessed the incident. This member of staff should inform the child's class teacher who may reinforce disapproval of the inappropriate behaviour. (Child-friendly Charter: Warning stage)

Stage 2: If the child misbehaves again or for more serious incidents they can be moved to work by themselves or if appropriate they can be sent to a different class with a message e.g. please have this child for 10 minutes. Foundation Stage, have a designated place to allow the child to consider their behaviour/actions for a few minutes. May be reported to Senior Leadership Team (SLT) and child has to miss playtime. (Child-friendly Charter: Warning, Name Recorded, Miss Play Time, Time out of Class)

Stage 3: A further infringement or a serious breach of school rules will result in the child being sent to the head teacher/senior leadership. Punishment may be to lose his/her playtime. Serious breaches of rules and persistent misbehaviour will be recorded in the head's Behaviour Book. Parents/carers will be informed of persistent inappropriate behaviour or any serious misdemeanours. If the problem persists (2-3 consecutive

weeks) the child's parents/carers will be contacted again, a meeting arranged and the child moved to Stage 4. (Child-friendly Charter: Warning, Name Recorded, Miss Play Time, Time out of Class, Speak to Parents)

It is very unusual for a child to go beyond Stage 3.

Stage 4: The child is placed on a daily Behaviour Report and/or Pastoral Support Plan. The school's SENDCO will review this report after one week and feedback to the child and his/her parents/carers.

Stage 4 may include isolated working/ internal exclusion. The child comes to school but works independently away from their peers including play and lunchtime, for an agreed number of days.

Stage 5: Fixed Term Exclusion (see Flow chart)- Serious breaches of the school rules may result in fixed term exclusions for a period or between 1-5 days (or lunchtime exclusions) with work set for completion at home. These will follow the formal Bristol Exclusion Procedure and DfE guidance on Exclusion. The Chair of Governors will be informed of the exclusion; in addition outside agencies may be contacted.

Stage 6: Second and third Fixed-Term Exclusion within the same academic year.

Stage 7: Permanent Exclusion. If the unacceptable behaviour continues or if a pupil is particularly abusive or violent then permanent exclusion may be necessary. A decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy and

• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent Exclusion is a last resort when all other actions are deemed to have failed.

EXCLUSIONS (Fixed Period and Permanent) If a child is involved in an incident involving the use of abusive language (including any kind of racism, sexism, harassment, victimisation and homophobia), violence or vandalism they will be sent to the head or deputy head. Parents will be informed and punishment administered as appropriate. In some cases this may involve a Fixed Period Exclusion or in extreme cases Permanent Exclusion from school. The head teacher has the authority to exclude pupils and will follow the Local Authority and DfE Exclusion Guidance when considering a fixed term or permanent exclusion. If a child is at risk of exclusion a Pastoral Support Plan will be put in place to promote positive behaviour. Professional advice will be sought as necessary.

See Appendices 1, 2 and 3 for further information.

Useful link to DfE guidance on exclusions:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Under guidelines from the DFE the head teacher and staff are able to:

- Screen and search pupils for banned items including mobile phones (see mobile phone policy)
- Has the power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Provide pastoral care for school staff accused of misconduct
- The head teacher will decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

<u>Restraint</u>

Holymead Primary School has adopted the local authority 'Policy and Procedures for Dealing with Unacceptable Behaviour and Positive Handling'. Under legislation staff may use 'reasonable force' to restrain children or adults who are causing or likely to cause harm to themselves or others. Adults in school are expected to be trained in appropriate ways to handle and restrain children and defend themselves against aggressive adults. The school follows the Team Teacher positive handling guidelines.
The following guidelines are a brief summary of the local authority guidelines on touch and restraint:

- Physical intervention should be to avert an immediate danger of injury to any person or immediate danger to the property of any person and only used as a last resort
- No more force should be used than is reasonably necessary in the circumstances
- Physical restraint should only be used when all other alternatives have failed
- The head teacher or senior teacher should be summoned as soon as possible
- The level and duration of restraint should be as little as necessary to restore safety in the situation.
- There must be no pressure to the throat or chest. Handling must not restrict breathing
- Weight must not be applied to the spine, across the chest or in the abdominal area
- There must be no touching in the chest, buttocks or genital areas
- Verbal reassurance should be continually offered to lower the person's anger or distress
- Children should not be restrained on the ground but rather between two adults on chairs as demonstrated in training
- If a child is in a heightened state of distress they will be given time to calm down before any discussions take place.

Any incident of restraint should be reported to the head teacher and a record made. The record should include:

- Details of when and where the incident took place
- Circumstances/factors which led to the incident
- The duration and nature of physical restraint
- The names of anyone involved including witnesses
- A description of any injury sustained by pupils or adults and any medical attention needed
- A description of any action taken after the incident

<u>Touch</u>
It may be appropriate to touch or hold a child at certain times. It would be deemed appropriate to touch pupils in the following circumstances:

- Giving a hug or cuddle if a child is in distress or unwell
- When a child needs help dressing e.g. for PE
- Changing a child when they've had an accident (under the supervision of staff)
- Guiding a child to a space
- When a child's attention needs to be directed
- When first aid needs to be given

It would be deemed unacceptable to touch a child

- In genital or private areas
- If they don't want physical contact
- If there have been previous issues with physical contact
- If cultural background prohibits it

Children need to be informed that there are acceptable and unacceptable ways to touch adults or other children, including not hitting, kicking or touching in private areas.
In the event of restraint or inappropriate touch, the head teacher/chair of governors will determine whether there should be further action. The head teacher should inform parents/carers and the chair of governors where necessary, and the subsequent outcome recorded. Child Protection Procedures should be followed.

<u>Monitoring and Evaluating the Policy</u>
Comparing the monitoring to the purposes and guidelines ensures the effectiveness of the policy. Ways of monitoring the policy are set out here:

- Seek pupils' views e.g. through circle time, assembly, pupil meetings
- Report pupils' and adults' views at staff meetings

- Monitor children's behaviour and work and give age appropriate feedback-verbal and written where necessary
- Monitoring the Praise Book and Behaviour Books to ensure fair and equitable treatment and to follow up any patterns of behaviour etc
- Training to use appropriate methods of restraint and touch needs to be continuously updated and practised

Gold

Article 28:
All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.
Article 18:
Both parents share responsibility for bringing up their children.

Reviewed: March 2019
Next review: March 2020

APPENDIX 1

CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

Stage 1: Low Level	Stage 2: More serious incidents	Stage 3 and 4: Very serious	Stage 5-7: Incidents that may lead to exclusion from school
ACTION: Class Teacher/LSA (Or other adult)	***ACTION: Class Teacher/LSA(Or other adult) You may make references to SLT or Deputy Head and Headteacher***	***ACTION: Deputy Head, SLT or Headteacher (Behaviour Book to be completed)***	***ACTION: Headteacher (formal procedures)***
Discretion of the class teams or adults involved with any incidents. This is with specific reference to some of the identified behaviours and expectations with regard to age and ability to comply because of specific learning needs.			
• Name calling • Defacing books or equipment • Wandering around the classroom without reason • Presenting with a negative response to an adults enquiry • Pushing, poking, prodding peers • Chewing gum or eating sweets • Swearing as a part of general conversation • Inappropriately sitting at desk • Moving inappropriately (fidgeting rummaging, playing with clothing/shoes) and distracting others during work time • Dropping litter • Antisocial/crude behaviour (passing wind and belching) • Calling out, shouting or making inappropriate noises • Repeatedly not doing homework • Lateness into classroom	• Misuse of any space that is being independently accessed (toilets, outdoor space etc) • Teasing or deliberately making remarks that will cause a reaction • Swearing • Leaving the classroom without permission • Unhelpful, uncooperative behaviour • Interfering with another person's property • Throwing and flicking objects in the classroom • Telling lies • Spitting • Not responding to a work task • Ignoring an adult when being spoken to	• Walking away from an adult when being spoken to • Refusing to leave the classroom when sent to take 'Time Out' • Name calling or abuse • Misuse of classroom equipment (potentially dangerous objects, scissors etc) • Repeated insolence/defiance • Refusing to comply with a given instruction, when there could be safety implications • Stealing • Stone throwing or any dangerous play that could damage school property or hurt another person • Repeated use of swear words	• Vandalism • Threatening or intimidating behaviour to others • Bullying ie repeated and persistent threatening, intimidating or harming behaviour • Physically violent behaviour (fights or physical attacks on others) • Inappropriate touching of others • Physical violence towards school staff • Behaviour that forms a threat to the safety of other children; failure to comply with the instructions of senior staff
LIKELY CONSEQUENCES • Warning given by adult, using the appropriate tone of voice • Sitting/working alone/sitting in a designated place • Time out in another class • Missing a playtime	**LIKELY CONSEQUENCES** • Pupil to spend time in another class • Loss of playtime/lunchtime • Parents/carers informed (brief meeting at the end of the day with class teacher/phone call home) • Behaviour book filled in	**LIKELY CONSEQUENCES** • Internal exclusion • Parents/carers invited to see the Deputy or Headteacher • Letter home warning of fixed term exclusion • Persistent repetition of these incidents may lead to exclusions • Serious cases of above behaviours may lead to exclusion • Lunchtime exclusion • Behaviour reports to parent/carers or PSP monitored by SENDCO	**LIKELY CONSEQUENCES** • Likely fixed term or permanent exclusion from school (Governors to be informed)

Appendix 2

Flowchart for Fixed Term Exclusions

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration.

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time.	**Exclusion during morning session:** The exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.	**Exclusion during afternoon session:** if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day. If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- The precise period and the reasons of the exclusion;
- The parent's duties during the first five days;
- The parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- If relevant, the school day on which the pupil will be provided with full-time education; and
- If relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

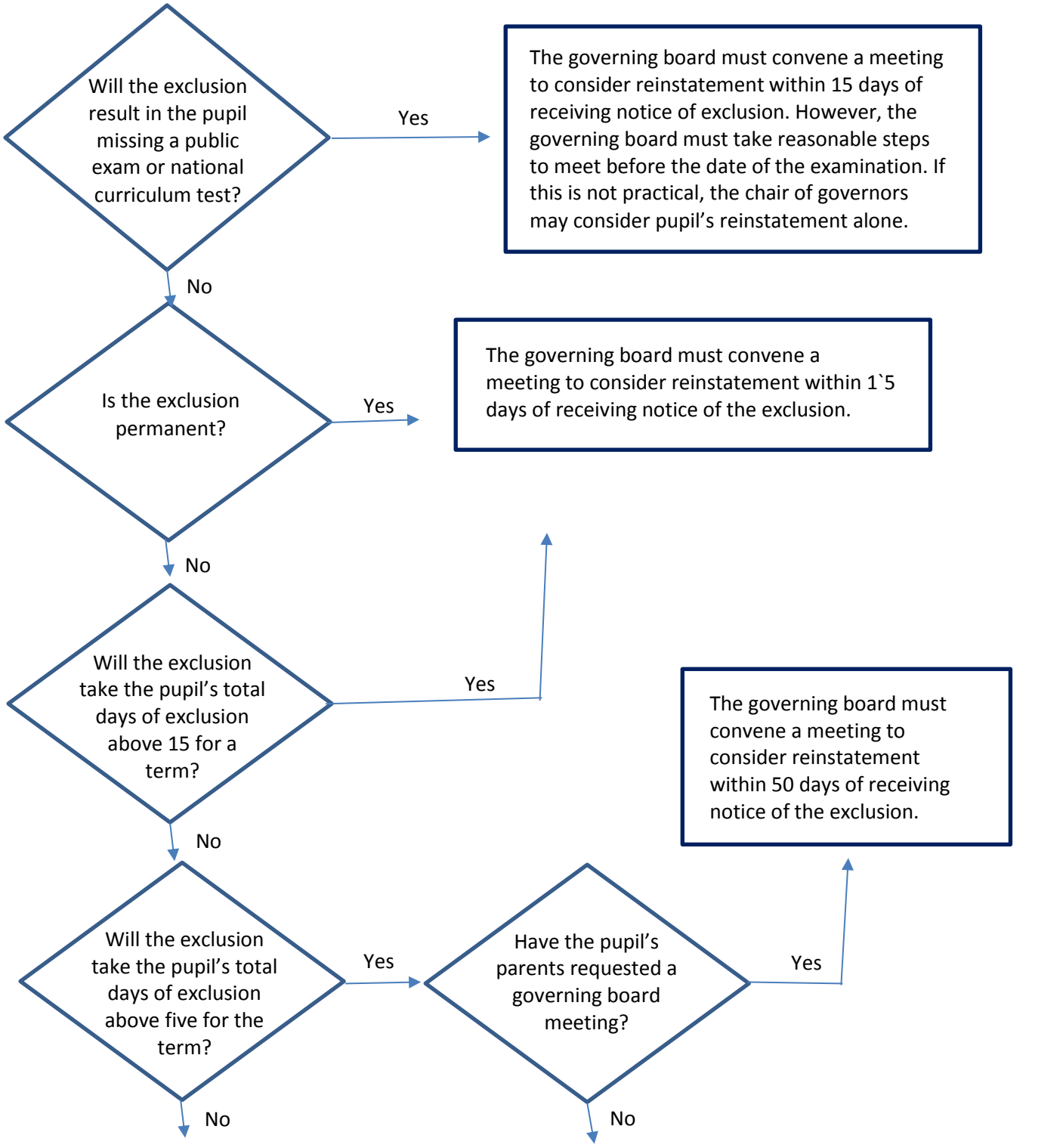
Education provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of the exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of the exclusion.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirement. See related guidance.

Appendix 3

Annex A – A summary of the governing board's duties to review the head teacher's exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated committee. References to days mean 'school days'.