

Behaviour policy and statement of behaviour principles

West Hill Primary School



Approved by: Brian Varney

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1. Aims

At West Hill Primary School we have high expectations of pupils' behaviour. We expect pupils to be respectful at all times towards all members of the school and the wider community. We expect pupils to conduct themselves in a safe and considerate manner that contributes to the positive and inclusive ethos of the school.

The behaviour policy is about promoting good behaviour, self-discipline and respect in order to:

- Prevent bullying
- Ensure pupils are ready to learn
- Regulate pupils' conduct

This policy aims to:

- Safeguard children
- Enable pupils to fulfil their potential
- Ensure pupils are free from bullying behaviours
- Raise standards of progress and attainment
- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Principles

West Hill Primary School is a UNICEF 'Rights Respecting School'. The United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the school.

Article 28 'Children have a right to a primary education. Discipline in school should respect children's human dignity.'

Article 31 'All children have a right to relax and play and to join in with a wide range of activities.'

Children have the right to:

- A safe environment which is inclusive enabling them to learn and develop.
- A positive and stimulating learning environment where they are able to thrive, are happy and successful.
- Be acknowledged for their achievement, effort, sensible behaviour and politeness.
- High expectations of behaviour agreed by all which are firm, fair and consistently applied.
- Learning opportunities to enable them to develop their emotional and social skills.

4. Roles and responsibilities

4.1 The governing board

The Board of Governors is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Board of Governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Board of Governors giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Pupils

Children will take responsibility for:

- Ensuring they follow all charters in school and in the playground.
- Their own behaviour
- Not disrupting the educational opportunities of others.
- Developing an understanding and respect for others and ensure the rights of the individual are respected.
- Recognising they are a member of the school community and that the school aims apply to each and every one.

4.4 Staff

All staff have the right to expect:

- Politeness, good manners and co-operation from all members of our school community.
- To work closely with parents to ensure appropriate behaviour in school.
- That children adhere to charters for learning and behaviour.
- Support and guidance from the headteacher and senior leaders in promoting positive behaviour.

All staff have the responsibility to:

- Reward pupils with house points, special people certificates and golden time.

- Listen and take appropriate actions when a pupil 'Tells'.
- Ensure the school charters are adhered to.
- Provide opportunity for all pupils to fulfil their potential.

4.4 Parents

All parents have the responsibility to:

- Support their child in adhering to the ethos and expectations of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Practice

At the beginning of the school year in September, class charters incorporating rights and responsibilities are agreed by teachers and pupils. These are then displayed in the classroom. Teachers use the charters to guide pupils as to behaviour expectations within the school.

Promotion of good behaviour is supported by:

- Themed assemblies based upon values (Appendix 1)
- Personal Social Health Education teaching in all classes.
- RE teaching in all classes.
- Careful planning of lessons and the organisation of the classroom environment.
- Engaging lessons which contribute to a positive atmosphere.
- Staff demonstrate politeness, respect and collaborative practices. They act as a role model to pupils.
- West Hill being a 'Telling School', where all pupils and members of the school community understand the requirement to tell of an inappropriate and potentially bullying behaviour.
- School rewards including house points, stickers, special people rewards, golden time, verbal praise and feedback.
- Buddies who support positive play in key stage one.

The school responds to poor behaviour by:

- A system of in class warnings and sanctions (Appendix 3)
- Time out – learning mentor
- Communication with parents/carers
- Internal exclusions from their class to another class
- Referral to learning mentor/pastoral care lead
- Referral to outside agencies (Early Help) such as the Pupil Referral Unit
- Fixed term exclusion
- Permanent exclusion

Behaviour incidents are recorded on a Recording Form for Behaviour Monitoring and held on SIMS (School Information Management System)

6. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Support Systems

- Learning mentor
- Pastoral Care Lead
- Special Educational Needs provision
- Pupil Referral Unit /Child Adolescent Mental Health Services and other external agencies
- Working with parents eg through Early Help/Team Around the Child (TAC) meetings
- Induction weeks to support transition
- Year endings to support transition
- Curriculum adjustments to support transition
- New playground/lunch to support transition
- Secondary transfer to support transition

7. Off-site behaviour

If a pupil of the school is observed, by a member of staff, or reported to the school by a member of the public, carrying out non-criminal/inappropriate or bullying behaviour, the school will contact the parent/ carers of the pupil to discuss sanctions or actions that will be put in place. Depending on the severity of the behaviour the sanctions laid out in the policy will be carried out.

8. Malicious allegations

If a pupil is found to have made a malicious allegation against staff, they will both be supported by the appropriate members of staff

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Physical restraint

Reasonable force will be used to prevent a pupil committing an offence, injuring themselves or others, damaging property and where it is required to maintain good order and discipline in the classroom. Members of staff have been trained by School Safety Training Model for de-escalation and restraint.

10. Prohibited items

Items that are prohibited in school or on school visits are: any devices which can connect to the internet, digital cameras, cigarettes, alcohol, fireworks, illegal drugs, knives, weapons, inappropriate magazines or articles likely to cause offence.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Body every year. At each review, the policy will be approved by the Governing Body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Exclusions policy
- Anti-bullying policy
- Special Educational Needs Policy
- Single Equality Policy
- Attendance Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

Appendix 2: Behaviour Monitoring

Recording form for behaviour monitoring

Criteria for inclusion on behaviour monitoring :- Please circle as appropriate

Assault against child, Assault against adult, Bullying, Damage to property/resources, Defiance
Disruptive Behaviour, Fighting, Illicit substance use, Verbal abuse, Other severe behaviours, Racist
comments, Theft.

Date :
Staff Member:
Child's name
Class.....
Record here what has happened , where, who involved

Please state next steps:-

Action Taken/Sanction/Senior Leadership/Parental involvement:

Signed by Role.....

When next steps are completed

Pass this form to Jenny Piccolo to upload to SIMS.

Appendix :-

Assault-physical harm –deliberately punching , kicking, slapping. pupils and staff

Bullying- repeated behaviour- race, gender, sexual orientation, religion , etc.

Damage to property, school property or property belonging to others staff/pupils

Defiance-refusal

Disruptive behaviour- disrupting learning across all areas

Fighting- physically with another child/children

Illicit substance use-tobacco, alcohol, illegal drugs

Verbal abuse- unkind words comments on individual or family

Racist comments

Other severe behaviours- rudeness

Theft – stealing

Appendix 3: Rewards and Sanctions

Rewards

Friday Special People assembly – certificates given

Reward system –

- Praise
- House Points
- House Point prizes
- Feedback in marking (reciprocal)
- Headteacher stickers, certificates and medals

Sanctions

In the first instance, most cases will be dealt with by the supervising member of staff. If further action is required the following options are open to staff and the school and will be applied as appropriate.

In summary procedures for staff following inappropriate behaviour are as follows:

- Speak to the pupil
- Name on the board
- Tick by the pupil's name
- Pupil/s miss part or all of morning/lunch play
- Pupil/s send to another class for a short period of time (thinking time)
- Parents are informed at the end of the school day or by phone if unavailable
- For persistent poor behaviour call the parent to a formal meeting
- Pupil/s put on report
- Temporary internal exclusion to another class
- Fixed term exclusion
- Permanent exclusion