

Castle Hill Primary School Behaviour Policy



Reviewed on: September 2023

Next Review date: September 2024

Reviewed by: Headteacher & The Governing Body

Su Broadhurst

Review frequency: Annually

As a committed member of UNICEF and a follower of the conventions in everything we do, we are a rights respecting school.

Therefore in writing this policy, we relate to Articles 1,2,3,5,6,12,28,29,31.

The School's Policy and Procedures for Behaviour and Discipline take account of the LEA's Behaviour and Inclusive Education policies and aim to meet ALL the provisions of DFE Circular - Keeping Children Safe in Education issued September 2018 and updated annually.

Governor: Statement of Behaviour Principles

We believe in our school setting high expectations whilst nurturing a culture of mutual respect.

We direct our Head teacher through a process of reviewing, amending and ratifying the Behaviour Policy annually.

We uphold this by monitoring and evaluating school behaviour by: - conducting an annual parent survey and termly reporting through the Heads report to Governors- amber letters, red letters, suspensions and exclusions.

1. Aims and Expectations

As a school we believe that

1.1

- Every pupil has the right to learn in a safe and secure environment without disruption and distraction.
- All members of our school community must behave in a positive and respectful manner towards each other.
- We should value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
- Good behaviour should be celebrated and rewarded by the school community.
- Those demonstrating unacceptable behaviour should take responsibility for their actions and understand that there are consequences for the choices they make.

Aims

1.2

- To provide a safe, happy and stimulating environment in which pupils can learn as part of a considerate and caring School Community.
- To encourage tolerance and respect for others.
- To promote self-discipline and the recognition that we have to take responsibility for our own actions.
- To effectively manage pupils' behaviour in a fair and systematic way that is clearly defined and understood by Governors, Staff, Pupils and Parents alike.
- To encourage positive behaviour through a system of whole school recognition and reward.
- To promote the concept of representing the School.
- To promote understanding of the world in which we live.

2. The Role of the Class Teacher

Rules, Rewards and Consequences

2.1

The Diamond Rules

These are the values that underpin the expectations that we have for the behaviour and attitude of all pupils in school. These rules will be displayed prominently in every classroom and shared area. Pupils will be referred to the rules when they are sanctioned so that they are clear as to why their behaviour is unacceptable. Each term a whole school assembly will focus upon the Diamond Rules to ensure pupils are aware of the expectations we have of them.

Our Diamond Rules:

- Keep hands and feet to yourself.
- Accept responsibility for what you do.
- Be considerate to each other as well as adults.
- Call people by their proper names.
- Respect property and our grounds.

Key workers have been appointed to support identified children to keep to the Diamond Rules.

2.2

Children will be rewarded for following these rules in a variety of ways:

- Teachers praise children.
- Teachers give children Dojo points or stickers.
- Each week we nominate two children from each class to be 'Platinum Children.'
- The Platinum Person has his/her name written in the Platinum Book. If a child has been chosen 3 times they receive a merit certificate in a Special Assembly. The parents of the child are invited to attend and celebrate this special award.
- Children are chosen to go in the Platinum Book either for consistent good work or behaviour that is demonstrating one of our packtype qualities.

Retriever-reliable, responsible, trustworthy

Hound-creative, original, imaginative.

Guard Dog- ambitious, determined, self-motivated

Sheepdog- organised, disciplined, efficient.

Pointer- Accurate, factual, precise.

Mastiff- Persuasive, enthusiastic, convincing.

Coachdog-caring, supportive, trusting.

Terrier- hands on, effective, resourceful

- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- The school acknowledges all the efforts and achievements of children, both in and out of school. The Platinum Book is a Record of achievement. It contains information regarding pupil achievement in and out of school. For example, first aid or swimming certificates. These are celebrated in assembly and the children are given an opportunity to record it in a special book.
- The School Council voted that we award an Environmental Award to support the necessity to raise the profile of looking after our planet. This is called 'The Dolphin Award' and the individual or class modelling positive behaviours is announced in assembly every Friday.
- The Midday Supervisors also select an individual for acknowledgement in Friday assembly.

Consequences of Poor Behaviour

2.3

Informal:

- Eye contact made with the pupil
- Mention of name
- Informal warning

2.4

Formal:

Every class will display a set of traffic lights. All children, at the start of every day, begin on green.

Every child will receive a warning first and it will be explained why their behaviour is unsatisfactory. If they continue to break one of our School Diamond Rules their name will be moved on the traffic lights from green to amber and to red if it continues. If a child allows their behaviour to continue to be unsatisfactory, their name will be moved to the post. The teacher will send the child to the Head for the child to explain which Diamond Rule has been broken. The child will miss break time the following day and an amber letter will be issued and discussed with the Headteacher. The child will sign to say that this process has taken place. The amber letter will be kept in the Head's office.

The school reserves the right to adapt this process for individual pupils whilst maintaining intelligent consistency.

2.5

Any child has an opportunity to redeem themselves throughout the day and prevent themselves from reaching the post. If a child shows, by their actions, that they are sorry for an earlier action, the teacher can move the child's name in a positive direction - from red to amber to green.

2.6

If a child misses 3 break times, in the same term (6x terms a year) for refusing to respect the Diamond Rules, they will receive a red letter to take home. This letter will notify the parents of

the negative behaviour that has been observed. It will ask the parent or carer to discuss the situation and how their child's behaviour needs to change in order that the other children can feel safe, happy and secure to learn. A reply slip ensures this process has been completed.

2.7

The child will also receive a lunchtime detention overseen by the SLT. These are considered very serious and pupils will be made aware of this during the course of the session. The pupil will be expected to write and deliver apologies to those affected by his/her actions referenced to the Diamond Rules.

2.8

The class teacher will discuss the class rules, regularly in PSHCE lessons, with the class. The Diamond Rules will be visual in every classroom so that reference can be made to them. In this way, every child in the school knows the standard of behaviour that we expect in our school.

2.9

The children will be encouraged to support each other in ensuring behaviour in class is good. Individual teachers will employ their own strategies for motivating the children to do this. Extensive Packtypes work has equipped the children to understand the importance of belonging to a class keen to learn.

2.10

The class teacher reports to parents 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 welfare of a child.

3. Letter Home from the Headteacher

3.1

If a pupil receives 3 red warning letters in any term (6 x terms a year) then the parents will be sent a letter explaining the school's position regarding poor behaviour and detailing the pupil's transgressions. Parents will be expected to provide written acknowledgement of receipt.

3.2

In the letter, a request will be made that the parents attend a meeting in School with the Head teacher. The parents will be made aware of the seriousness of the situation and possible actions to follow. The Inclusion Officer (INCO) may be involved using outside agencies for support. (see SEN Policy)

3.3

Pupils may be present in the latter stages of the meeting once the issues have been fully discussed and the parents and Head teacher have decided upon a course of action.

3.4

A Behaviour Record Book will be used where a pupil's challenging behaviour continues.

A pupil may be put on a Pastoral Support Plan.

If appropriate, a Common Assessment Form will be completed.

All teaching staff liaise with the Educational Psychologist, Educational Welfare Officers and School Nurse to meet the needs of pupils. Staff will attend the Statutory Annual Reviews and Case Conferences as appropriate.

4. Serious Instances of Misbehaviour

4.1

Instances of serious misbehaviour will bypass the warnings/detention system and will be dealt with through further steps (including formal meetings with parents) at the discretion of the School's Governors. We will not tolerate hitting or punching and will treat any incident where a child swears to an adult as very serious indeed.

4.2

The School does not tolerate bullying and hate incidents 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 and hate incidents, we do everything in our power to ensure that all children attend school free from fear. (See Anti Bullying/Hate Crime Policy)

4.3

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE - Keeping Children Safe in Education issued September 2022, 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 himself/herself. The actions that we take are in line with Government guidelines on restraint of children. (See Physical Intervention Policy) The book to record all Physical Contact incidents can be found in the main office.

Exclusion:

On occasion pupils may be asked to work in another class as a consequence of a restorative conversation. This is recorded as an internal exclusion and parents will be informed. Episodes of very serious behaviour or severely and persistently disruptive behaviour may be dealt with by exclusion from the school premises for a fixed period of time. The school will follow the exclusion procedures in line with the local authority. The school takes Part 5 of the Keeping Children Safe in Education- September 2022- Peer on Peer abuse- very seriously and will act appropriately to any cases that arise.

5. The Role of the Midday Supervisor

5.1

It is the responsibility of the Midday Supervisor to ensure that the Diamond Rules are enforced during the lunch hour. An individual will be chosen each week for special mention in the Platinum Book. This supports raising the importance of maintaining consistent standards throughout the whole school day.

The expectations for behaviour are the same for Midday Supervisors as for teaching staff. All members of staff deserve the same respect.

5.2

The Strategies used are:

- Verbal warnings
- Hold hands/Stand by Midday Supervisor for 2 minutes
- Sit on bench for 5 minutes
- Name written in Midday Supervisor Book
- Final warning results in being sent to the INCO

6. The Role of the Headteacher

6.1

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 the pupils in the school.

6.2

The Head teacher keeps records of all reported serious incidents of misbehaviour. (File in Head's Office)

6.3

The Head teacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

7. The Role of the Parents

7.1

The School works collaboratively with parents, so children receive consistent messages about how they should behave at home and at school. The Behaviour Policy is available to parents on our School Website.

We explain the rules in the School Prospectus, and we expect parents to read these and support them.

7.2

We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.

7.3

If the School has to use reasonable sanctions to punish a child, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and the class teacher should refer this to SLT. If the concern remains, they should contact the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See policy on Complaints Procedure)

8. The Role of the Governors

8.1

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 Headteacher in carrying out these guidelines.

8.2

The Headteacher has the day to day authority to implement the School Behaviour Policy but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

9. Fixed Term and Permanent Suspensions

9.1

Only the Headteacher (or acting Headteacher) has the power to suspend a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also suspend a pupil permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

9.2

If the Headteacher suspends a pupil, s/he informs parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

9.3

The Headteacher informs the LEA and the Governing Body about any permanent suspension and about any fixed term suspensions beyond five days in any one term.

9.4

The Governing Body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

9.5

The Governing Body has a discipline committee, which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the Governors.

9.6

When an appeal panel meets to consider exclusion, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LEA and consider whether the pupil should be reinstated.

9.7

If the Governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

10. Monitoring

10.1

The Headteacher/INCO monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2

The School keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a teacher has sent a child to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes: Midday supervisors give verbal/written details of any incident to the Head who records them if necessary.

10.3

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or is permanently suspended.

10.4

It is the responsibility of the Governing Body to monitor the rate of suspensions, and to ensure that the School Policy is administered fairly and consistently.

10.5

The INCO/Head teacher/Governing Body reviews this policy every year. We will, 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 should be read in conjunction with the following policies in order to ensure we are robust in our practice to keep children safe in education:

- Keeping Children Safe in Education
- Early Help Offer
- Safeguarding Policy
- Anti-Bullying and Hate Incidents Policy
- Relationships and Sex Education Policy
- Staff Code of Conduct
- The safeguarding response to 'Children who go Missing in Education'

- Specific guidance about the role of designated safeguarding lead (including the identity of the designated safeguarding lead and deputies)
- Working Together to Safeguard Children
- Guidance for Safer Working Practice
- Safe Recruitment Good Practice Guide
- Attendance Policy
- Acceptable Use Policy
- Data Protection Policy
- Health and Safety Policy
- Complaints Policy