



Hampton Hargate Primary School

Behaviour Policy

(Incorporating Exclusion Policy)

Date: Autumn 2017

Review date: Autumn 2019

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, Children in Care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the Child Protection folder which is in each classroom and key locations around the school.

1 Aims and Expectations

- 1.1** It is a key aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our school behaviour policy is designed to promote good behaviour and encourage consistency in dealing with poor behaviour.
- 1.2** Our priority is to promote good relationships with all members of our school community, so staff and pupils can work together effectively.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others. Specific rules will be discussed and agreed with the children at the beginning of each school year.
- 1.4** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.5** The school will promote and reward self discipline, a respect for authority, respect and care of others, good behaviour and we develop an ethos of kindness and co-operation. This policy is designed to promote and reward good behaviour, rather than merely deter anti-social behaviour.

2 Rewards

- 2.1** We will praise and reward children for good behaviour in a variety of ways.
 - Teachers praise and congratulate children
 - Stickers are rewarded for good behaviour and work
 - Mini merits are rewarded to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness
 - Spelling awards
 - Homework awards
 - Mental maths awards
 - Star workers each week
 - Each week, we nominate a child from each year group to receive a 'Headteacher's Award'
 - All children are organised in 'Houses' and can collect points throughout the school year
- 2.2** The school also acknowledges efforts and achievements out of school through 'show and tell.'
- 2.3** Individual teachers may also have additional reward systems in place in their classroom.

3 Sanctions

- 3.1** 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.
- 3.2** The sanctions are displayed in all the classrooms and around the school.
- 3.3** The class teacher discusses school rules with their class. In addition to the school rules, each class also has its own classroom code, which is agreed by the

children and displayed on the wall of the classroom. 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 during circle time and in whole school assemblies.

- 3.4** It is important that children know what will happen to them if they choose to misbehave and the consequences are applied consistently and fairly.
- 3.5** Children will be taught to take responsibility for their own behaviour through discussions and lessons.
- 3.6** Teachers will follow the school behaviour procedures and where sanctions have been given teachers should record them in their Incidents Books.
- 3.7** Consistent behaviour issues will be discussed with parents and referred to the Key Stage Leader or Headteacher
- 3.8** A serious incident should be directly referred to the Key Stage Leader or Headteacher and parents will be contacted that day.
- 3.9** Lunchtime staff will follow the school behaviour procedures. Incidents where a sanction has been given should be recorded in the lunchtime behaviour book.

4 Consistent Poor Behaviour

- 4.1** If a child is regularly being sanctioned for their behaviour, their class teacher will meet with parents. Key Stage Leaders or the Headteacher may also attend this meeting if appropriate. The purpose of the meeting is to inform parents of current issues and agree a way forward.
- 4.2** Children may be put on behaviour charts or an IBP (Individual Behaviour Plan) if the teacher feels this is the best way forward.
- 4.3** Outside agencies will be contacted to ask for support if poor behaviour continues.

5 Exclusion

- 5.1** If a pupil's behaviour is considered to be disruptive or violent, in spite of applying all the appropriate measures/strategies and undermines the quality of teaching and learning for other pupils or puts them at harm, then procedures for the exclusion of the pupil will commence. In dealing with incidents resulting in exclusion of a pupil, the Head Teacher and Governing Body will follow the Guidelines for Exclusion by Peterborough Local Authority.
- 5.2** Fixed term exclusions will be used if the incident, in the opinion of the Headteacher or in his absence, a member of SLT, is very serious. Examples include - physical violence towards pupils or staff.
- 5.3** Fixed term exclusions will also be used if a child's behaviour shows no improvement after all available options to the school have been used and procedures followed.
- 5.4** The ultimate sanction is to permanently exclude a child from school. This can only be done by the Headteacher.

6 Bullying

- 6.1** We will not tolerate bullying of any kind.

- 6.2** If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- 6.3** Any reports of bullying will be dealt with by Key Stage Leaders or the Headteacher.

7 Physical Restraint

- 7.1** Teachers do not hit, push, slap or in any sense physically intimidate children. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children.

8 The role of parents/carers

- 8.1** We expect parents to support their child's learning and co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between the home and school and we inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour.
- 8.2** The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 8.3** We encourage parents to initiate contact with the school if they have any concerns.
- 8.4** If the school has had to use reasonable sanctions to punish a child, we would expect parents to support the actions of the school.
- 8.5** If parents have concerns about the way their child has been treated, they should initially contact the class teacher. 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.

9 The role of the class teacher

- 9.1** It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 9.2** 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.
- 9.3** The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 9.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. 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 Senior Management Team.
- 9.5** 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 education social worker or the LA's behaviour support service.

- 9.6** 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.

10 The role of the Headteacher

- 10.1** It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 10.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 10.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 10.4** The headteacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.
- 10.5** If the Headteacher excludes a pupil, parents must be immediately informed, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body.
- 10.6** The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond 5 days.

11 The role of the Governors

- 11.1** The Governing Body has the responsibility of approving these general guidelines on standards of behaviour, and reviewing their effectiveness.
- 11.2** The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.
- 11.3** The Governing Body has a discipline committee which will consider any appeals on behalf of the Governing Body. If they have to consider an appeal against an exclusion they should consider the circumstances in which the pupil was excluded and any representation by parents and the LA.
- 11.4** If the governors' appeal panel decide that a pupil should be reinstated, the Headteacher will comply with this ruling.
- 11.5** It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure the school policy is administered fairly and consistently.

12 Records

- 12.1** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 12.2** The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.3** 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.
- 12.4** The governing body will review this policy every two years.

Review date Autumn 2019