

Newsham Primary School
Policy for Behaviour



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By: Paul Heeley
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Aims and objectives

At Newsham Primary School we believe 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. Our 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.

We expect 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.

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.

Our 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 unacceptable behaviour.

Rewards and Sanctions

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

- Teachers congratulate children verbally and in writing.
- Teachers give children team points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These points lead to weekly trophies and prizes each half term.
- Each week, we nominate a child from each class to be 'Star of the Week' who receives a reward card in the school assembly and attends 'Star Pupil Tea' on a Friday. These pupils also sit on 'Star Pupil Chairs' during assemblies.
- On a monthly basis a 'Star of the Month' is nominated in each Year Group. The child's parents receive a letter formally acknowledging this.
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work.

We employ a comprehensive system to support the school rules, and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation:

Teachers must use their professional judgement and knowledge of individuals involved when applying the system in order to make this most effective.

*Classroom Steps for dealing with **minor behaviour issues** (minor disturbances/irritations)*

- 1. Child is reminded that a behaviour is inappropriate*
- 2. A second reminder/warning is given*
- 3. Child is moved from where they are sitting to another area of the carpet/classroom*
- 4. Child is moved away from all other children in the class*
- 5. Move to another classroom for up to 10 minutes.*
- 6. Sent to a member of the Senior Leadership Team.*

UNDER NO CIRCUMSTANCE SHOULD ANY CHILD BE LEFT UNSUPERVISED OUTSIDE A CLASSROOM.

CHILDREN SHOULD BE REMINDED OF THESE STEPS AT REGULAR INTERVALS

Adult Intervention

Children persistently involved in minor disturbances may be referred to a designated teaching assistant. This TA works on a weekly basis to discuss the issues with these children and, where necessary, with parents. A record of these discussions will be kept.

Yellow Cards

We have four criteria of more serious behaviour issues. These are:

Swearing

Aggression towards others or property

Repeatedly refusing to do as an adult asks

Stealing

Children should be sent to a member of the Senior Leadership Team for a yellow card. A record of children receiving a yellow card will be kept in the office. If a child receives a second yellow card during a half term, the child's parents will be invited to come into school to discuss the ongoing problems and reminded of the next consequence; a third yellow card, equalling a red card; a red card means that a pupil, in joint agreement with parents, will be collected and returned home at lunchtimes for one week - parents would need to arrange for the child to be supervised at home during this time.

Class teachers discuss rules and expectations with their class. Each class also has its own class rules, which are 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 unacceptable behaviour, the class teacher discusses these with the whole class at an appropriate time.

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. **We have a separate policy that deals with bullying.**

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.

The role of adults in school

It is the responsibility of class teachers to ensure high standards of behaviour in their classes, and that their classes behave in a responsible manner during lesson time and while they are moving 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 our school behaviour guidelines consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher liaises with the Special Educational Needs Co-ordinator should they believe that external agencies need to be involved due to a child's behaviour.

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 behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

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

We explain the school rules and behaviour systems in the school prospectus, and we expect parents to support them.

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.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher if these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the governing body of the school.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour, but 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.

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 *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher 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 headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the 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.

The headteacher 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 headteacher.

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.

There are support systems available in Blyth for pupils requiring exclusion. These are through the Behaviour Improvement Programme and Pupil Referral Unit organised through the Blyth Children's Early Intervention Team (CEIT)

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Monitoring and review

The headteacher 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.

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. Lunchtime supervisors give verbal details of any incidents to the class teacher to deal with in the first instance.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of 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.

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.