

Helpringham Primary School	
Document Name	Behaviour Policy
Date Reviewed	October 2020
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1. Purpose

All staff recognise that the pupils in our school are individual and that it is their professional responsibility to support and nurture each one in a positive manner to help them fulfil their potential.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We actively promote a positive attitude to school and education. We are a caring community, whose values are built on mutual trust and respect for all. The school 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 where everyone feels happy, safe and secure, promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We treat all children fairly and apply this behaviour policy in a consistent way, taking into account the individual needs of our pupils.

2. Policy

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. To ensure consistency of approach, this policy is revisited with all school staff once a year, at the first staff meeting of each school year. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher keeps records of all reported, serious incidents of misbehaviour, and may seek advice from the governing body, regarding particular disciplinary issues.

Code of Behaviour, Rewards and Sanctions

The school has adopted a Code of Behaviour, as outlined in Appendix 1 in order to:

- promote good behaviour, self-regulation and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and
- regulate the conduct of pupils.

A copy of the Code of Behaviour can be found in all classrooms, which is shared with each class on a regular basis, dependent upon the age and needs of each cohort.

Adults within school actively promote the Code of Behaviour, and recognise and encourage such behaviour by following the agreed list of rewards, as outlined in Appendix 2. These are displayed in each class as a reminder to the whole school community.

To ensure a safe and positive learning environment, an agreed system of sanctions is in place, outlined in Appendix 2. Where the Code of Behaviour is not been followed, this system is implemented, and the child is made aware of his/her position at each stage of the sanction. The system of sanctions is also displayed in every classroom.

As indicated in Appendix 2, low level, disruptive behaviour will not be tolerated at our school, and if persistent disregard for the Code of Behaviour is displayed, the Head Teacher will formally invite parents/carers to attend a meeting regarding their child's behaviour. In addition, if extreme behaviours are displayed, class teachers may fast track sanctions immediately to stage 5. In instances where this occurs the class teacher will record the events and circumstances on a log.

We recognise that, for pupils to achieve their academic best they need to be in a well organised classroom environment and that removal from this environment should only be used in circumstances where all other processes have been tried. Short term removal from the classroom may be an option, but the class teacher should endeavour to return the pupil to their learning as soon as possible. Exclusion from a classroom must only be used as a last resort and details must be logged by the class teacher.

Playtime Behaviour

In addition to the Code of Behaviour, an agreed set of Playground Rules has been established, as indicated in Appendix 3, and displayed in the playground. To support the implementation of these expectations, pupils are encouraged to resolve situations by using and promoting conflict resolution skills which encourage and develop independence of pupils.

Positive playtime behaviour is promoted using the same rewards outlined in Appendix 2, whilst a separate system of playtime sanctions has been adopted, as indicated in Appendix 3.

Bullying

Our 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. In such an instance, the Anti-bullying Policy is followed to ensure that all members of the school community attend school free from fear.

Exclusions

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after school governors have been notified, and where the Exclusion Policy will be followed.

Pupils' Behaviour Outside of the School Gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Non-criminal, inappropriate behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school, will be recorded, including the consequences for the involved pupils.

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing school uniform; or
 - in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.

In all such cases of misbehaviour the teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. Depending upon the nature of the item confiscated, and the age of the child, the item will be returned either to the child or their parent/carer, at an appropriate time.

2) Power to search without consent for "prohibited items" including: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search, weapons and knives and extreme or child pornography must always be handed over to the police. The Head Teacher and/or teacher will decide if and when to return any other confiscated item.

Further guidance can be found in *Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies*.

Power to Use Reasonable Force

In line with the advice outlined in *Use of Reasonable Force – advice for school leaders, staff and governing bodies*, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head Teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The use of reasonable force is the last resort for all members of staff, and would only be used to prevent a pupil from injuring themselves or others.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for

further improvements. 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.

3. References

Legislative Documentation

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012

Appendix 1 – Code of Behaviour

At our school we aim:

- to have a happy, safe and caring atmosphere where all children and all adults are **kind** to one another;
- for all children and adults to enjoy **learning** and where effort and appropriate behaviour is expected in all areas of school; and
- to respect one another and to demonstrate **tolerance** of each others' feelings, opinions and individuality.

To make our school this happy place we will:

- Follow the instructions of the adults in school
- Be polite to others
- Treat everyone in school with respect
- Use your listening skills with adults and children
- Be prepared for your lessons. Arrive on time and try your best in all your work
- Walk in school
- Take care and respect your own and others property
- Look after your clothing and PE kit

• **Appendix 2 – Rewards and Sanctions**

Rewards

There are lots of ways adults around school will recognise and encourage positive behaviour:

- by smiling
- by using a gesture, such as thumbs up
- by using specific verbal praise
- by telling other adults of your behaviour
- by awarding you a sticker or merit
- by awarding weekly certificates
- by informing your parents/carers.

System of sanctions

If you choose not to follow the school rules the following system of sanctions will be followed:

1. First verbal warning.
2. Second verbal warning.
3. Moved to sit alone until you are invited to return to your place.
4. Lose some of your playtime. The length of time lost will be determined by the nature of your behaviour, and your year group.
5. Sent to the Head Teacher (or other member of staff in the Head Teacher's absence).
6. Head Teacher will invite parents/carers to attend a meeting to discuss your behaviour.
7. Possible exclusion from school.

If stages 1 to 4 occur on a frequent basis, your class teacher will inform your parents/carers of your behaviour, and a behaviour plan will be developed. *Low level, disruptive behaviour will not be tolerated at our school.*

If extreme behaviours are displayed, class teachers may fast track sanctions immediately to stage 5.

Appendix 3 – Playtime Behaviour

Playground Rules

Treat others as you would like them to treat you – think of people’s feelings.

Be polite to everyone.

Respect school equipment and property.

Tidy playtime toys away after you have enjoyed using them.

Be considerate of other people’s games.

Make sure you’re in the right place. Play where you can be seen.

Have fun!

Guidelines for the Playground

1. Where possible, staff will help pupils to resolve situations on the playground.
2. If a situation cannot be resolved in this manner, pupils should be given the chance to explain their case without interruption.
3. Pupils will be encouraged to find a solution to the situation themselves, with the support of an adult, as necessary.
4. All parties will agree that the situation has been appropriately addressed.

Playtime Sanctions

If you choose not to follow the playground rules the following system of sanctions will be followed:

1. First verbal warning.
2. Second verbal warning.
3. Time out from the other children on the playground. This **may** be in the form of walking around with the adult on duty, being seated on a bench, or being told to stand by the wall.
The Midday Supervisors will decide how long you are expected to have time out. The length of time will depend on your behaviour and the year group you are in.
4. Sent to the Head Teacher (or other member of staff in the Head Teacher’s absence).
5. Head Teacher will invite parents/carers to attend a meeting to discuss your behaviour.
6. Possible exclusion from school.

If your behaviour reaches stage 3, your class teacher will be notified and will keep a record of your behaviour to share with your parents/carers.

