

Wheatley Hill Community Primary and Nursery School



Behaviour and Learning Policy

Date adopted by Governors: Sept 2016
Review Date: September 2017

BEHAVIOUR POLICY

1. Aims and Expectations

- 1.1 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 are a caring community, whose values are built on mutual trust and respect for all. A Rights Respecting ethos is embedded and built upon. 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 so they can achieve their full potential. 'Right to an education that develops talents and abilities.' Article 29
- 1.2 The primary aim of the behaviour policy is to promote 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. 'Right to respect other people and be respected.' Article 29
- 1.3 The school expects every member of the school community, adults and children, to behave in a considerate way towards others and uses rights respecting language to promote positive personal and social relationships.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way. 'Every child has rights.' Article 2
- 1.5 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 and empowered active global citizens.
- 1.6 The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote behaviour that is accordance with British values and global attributes, rather than merely deter anti-social behaviour.

2 Rewards and consequences

- 2.1 We praise and reward children for demonstrating positive behaviour in a variety of ways:
 - teachers congratulate children;
 - Children will be placed in the special book for good work or behaviour.
 - awarded team points
 - stickers, certificates and stamps
 - Gold cards will be distributed throughout lunchtimes rewarding good behaviour and manners
 - There will be a special assembly each week which celebrates the children's achievements and this includes their behaviour and attendance.

- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.3 The school uses charters created by children and adults to develop a safe and positive learning environment. We treat all children fairly and with compassion.
- We expect all children to show respect and listen carefully to instructions in lessons. If they do not do so, their behaviour will be tracked in accordance with the school's assertive discipline programme.
 - The tracking sheet will be used as follows for low level disruption:
 - Verbal warning. Duty bearer explains the behaviour is not appropriate and uses rights respecting language in explanation.
 - 1. First warning will result in the child being placed on the tracking sheet
 - 2. Second warning results in five minutes time out in their own classroom writing out school rules
 - 3. Third warning results in time out in another class to reflect on behaviour
 - 4. Fourth warning results in being sent to the Behaviour and Inclusion Manager
 - 5. Fifth warning results in a letter home and appointment being made with parents, class teacher and Headteacher (if deemed necessary)
 - The conversation will take place between the headteacher, parents/guardian and behaviour inclusion manager about the most suitable way to recognise the behaviour / incident, these may include: home/school report; isolation and if serious the child will be placed in seclusion from their class. The
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. High expectations is paramount however the children also know they have a 'right to an education that develops talents and abilities.' Article 29
 - The safety of the children is paramount in all situations. If a child demonstrates behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part. The reasons for stopping the activity is explained to the child using rights respecting language. 'Every child has the right to protected.' Article 19
 - If there is a serious verbal or physical incident occurs the Behaviour and Inclusion Manager (B & I) is involved immediately. The incident is looked into and recorded by the B & I manager. If it is appropriate the children write a letter to the parents explaining what has happened. The parents must sign and return the letter. Depending on the severity of the aggression the headteacher may wish to see both parents and children. The children will then be given a suitable consequence of either isolation for a number of days at playtimes or a fixed term seclusion in the Behaviour Room.
 - The use of foul and abusive language is not acceptable in school. Children are encouraged to use rights respecting language. Adults in school are duty bearers and are expected to model using rights respecting language.
 - If a serious incident occurs or in the case of repeated incidents more than a one-day Fixed Term Exclusion may be issued.
 - If a child continuously displays inappropriate behaviour they may not be chosen to represent the school in events outside of school for up to a term. They also may not be able to take part in events where they may be at risk to others or themselves.

- In extreme cases it may be necessary to permanently exclude a pupil.
- 2.4 Class teachers work collaboratively with their class to create class charters and are often referred to so that pupils take responsibility for them. The charters and rights chosen will be designed to support the learning environment and ethos within the classroom.
- 2.5 Bullying and racism are not tolerated in school and are dealt with very seriously. If a child is known to be bullying other children then they will receive a letter home warning that future incidents of bullying will result in a one day exclusion.
- 2.6 The term “Positive Handling” includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term “physical restraint” is used when force is used to overcome active resistance. All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence behaviour and taking steps to divert behaviours leading towards foreseeable risk. However if problems arise staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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. Some staff have been trained in team teach and these adults would usually be the ones who would carry out any physical intervention or restraint. However all staff have the authority to physically restrain a child if they are placing others in danger. (See positive handling policy)

The Role of the Behaviour Inclusion Manager

- 2.7 The Behaviour and Inclusion Manager supports the class teacher, teaching assistants, non-teaching adults, children and parents. They work closely with the Headteacher to offer pastoral care and improve attendance. The behaviour Inclusion manger offers one to one sessions with children who need to speak privately about matters that concern them. ‘Every child has the right to privacy.’ Article 16
- If a child continues to demonstrate behaviour that is not respectful of the class charter then they may have to spend time out of class and work in the Behaviour Inclusion room. The Behaviour Inclusion manger supports children in resolving any conflicts. They encourage children to be respectful of each of other and listen to both points of view. ‘Evert child has the right to an opinion.’ Article 12

3 The Role of the Class Teacher

- 3.1 It is the responsibility of the class teacher as the duty bearer to ensure that the class charters are used in their class, and that their class behaves in a responsible manner during lesson time.

- 3.2 The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. 'Every child has the right to an education that develops talents and abilities.' Article 29
- 3.3 The class teacher treats each child fairly and refers to the classroom charter consistently. The teacher treats all children in their class with respect and understanding. 'Every child has rights.' Article 2
- 3.4 If a child does not follow the class charter, the class teacher speaks to the child and deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher and Behaviour and Inclusion Manager. Parents may be consulted and a Pastoral Support Programme will be set up for the child.
- 3.5 The headteacher and class teacher liaise with parents and external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the child's social worker, Educational Psychologist or LA Behaviour Support Service.
- 3.6 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 or if a child has been particularly well behaved.
- 3.7 It is the responsibility of all staff to ensure that school charters are used in and around school at all times.

4 The Role of the Headteacher

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement and monitor 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. 'Every child has the right to protected' Article 19
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour. All violent incidents (verbal or physical) by a pupil or parent/guardian will be reported to County Hall using the appropriate recording sheet and it may be necessary to inform the police.
- 4.4 The headteacher has the option to issue a fixed term exclusion for repeatedly refusal to follow instructions.
- 4.5 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 anti-social behaviour, the headteacher may permanently exclude a child.
- 4.6 The school does not accept racial prejudice in any form and all such incidences of racial bullying will be reported to the LA.

4.7 The Headteacher has a responsibility to support parents/families, particularly with those children who find following the policy challenging. The Headteacher will work closely with parents for the benefit of all children's emotional health and wellbeing

5 The Role of Parents

5.1 The school works collaboratively with parents, so children receive consistent messages about acceptable behaviour both at school and at home.

5.2 Parents are given a copy of the Behaviour and Discipline Policy (Parents Summary) leaflet. They are expected to promote the school policy at home and support the school when asked.

5.3 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 a child has an exclusion in line with point 2.3 parents/carers will be required to send an adult family member to accompany their child on any external visits that term.

5.4 If a serious incident occurs parents are contacted by the Behaviour Inclusion Manager. If parents have any concern about the way that their child has been treated, they should initially contact the Headteacher. 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.

5.5 We expect parents to conduct themselves in an appropriate manner and acts of aggression towards staff, whether verbal or physical, will not be tolerated. All such acts will be referred to the Governing Body, reported to County Hall and reported to the police.

6 The Role of Governors

6.1 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.

6.2 The headteacher has the day-to-day authority to implement the school agreed behaviour policy, but governors may give advice to the headteacher and are fully involved in the process of reviewing policy and guidelines.

7 Fixed-term and Permanent Exclusions

7.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In some rare cases, where a pupil deliberately attempts to have a fixed term exclusion issued against them the Headteacher may take the decision to exclude within the school. This means that the child is isolated from the rest of the school for the duration of the exclusion.

7.2 If the headteacher excludes a pupil, they inform 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.

- 7.3 The headteacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately.
- 7.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5 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.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Procedures following a Permanent Exclusion

1. The meeting of the Discipline Committee of the Governing Body should be held with all parties, including the member of staff who is putting the school's case, the parent/carer*, pupil and LEA representative in attendance. All parties should be present at the start of the meeting.
2. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should declare that interest and withdraw from the meeting.
3. The senior member of staff presenting the school's case should give a report outlining the reasons for the exclusion.
4. The Governors, parent/carer*, pupil and the Director of Education's representative should be allowed to ask questions.
5. The Director of Education's representative will share any relevant reports relating to the exclusion. Other agencies who have information relevant to the exclusion should be given the opportunity to inform the meeting.
6. All parties should have an opportunity to consider this information at this stage.
7. The parent/carer* and pupil should be heard.
8. The Governors, School's representative and the Director of Education's representative should be allowed to ask questions of the parent/carer* and pupil.
9. The member of staff should summarise the school's case.
10. The parent/carer* and pupil should summarise their case.
11. The parent/carer*, pupil, LEA representative (unless he or she is Clerk to the Discipline

Committee), Head Teacher and member of staff putting the school's case and any governors whose connection with the excluded pupil requires them to withdraw must leave the meeting. If any further advice or clarification is required all participants will be recalled together.

12. The Discipline Committee of the Governing Body consider the evidence, representations from parents/carers, pupil and LEA and advice from DfES Improving Behaviour and Attendance Guidance on Exclusions from Schools and Pupil Referral Units, and decides:
 - (i) whether to direct reinstatement and, if so, whether extra short-term support would help to ensure successful reintegration.
 - (ii) if the exclusion is upheld, ensure that the school has satisfactory arrangements in place for the pupil to continue their education while away from school until any appeal process has been completed.
13. The Clerk to the Discipline Committee will write to the parent/carer* within one school day after the meeting confirming the decision of the Discipline Committee including reasons for their decision, and explaining the parents/carers* right of appeal, should the decision be upheld.

* **Parents/carers may if they wish have someone of their choice to accompany and assist them at the meeting or send a representative**

Procedures following a Fixed Term Exclusion

Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Exclusions for 6 consecutive days or longer – the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion. Arrangements have been made with Broom Cottage.

8 Behaviour Outside of School

The Education and Inspections Act 2006 gives headteachers the power regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school agreed behaviour policy which may result in an exclusion. If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the headteacher has the right to investigate these issues in school and put in place appropriate sanctions.

We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police. 'Every child has the right to be protected.' Article 19

9 Power to Search Pupils for Weapons

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

10 Monitoring

10.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make 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 child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Racial incidents are logged on the report form (Report of Racial Incident) and sent off to the Equal Opportunities Officer at County Hall.

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

10.4 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.

11 Review

11.1 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.

Please return to the school

Name (s) of children in school:

Comments:

I have read the policy and understand the content.

Signed _____ **Date** _____