



Behaviour Policy

Aims and Expectations:

In Highfield Primary we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour, (see appendix I 'Rewards and Sanctions').

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour and should be read in conjunction with the schools` Anti Bullying Policy.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities (see Appendix II).

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All staff will:

- Give children opportunities to develop interpersonal and social skills.
- Deliver a curriculum that enables ALL children to engage.
- Provide children with the opportunity to work in groups.
- Make sure that children listen and are listened to and value others.
- Help children to gain the ability to make choices about their behaviour.
- Help each child to be confident about their learning and enjoy it.
- Help children to understand their rights and responsibilities as citizens in our society.
- Be a positive role model.
- Rewards/praise positive behaviour.
- Use the class behaviour books when necessary.
- Ensure the children in their class know the class and school rules.
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents.
- Be aware of and understand their rights and responsibilities (see Appendix 11).

Children will:

- Respect and care for others.
- Listen to others.
- Learn/work co-operatively.
- Obey the school rules.
- Resolve disputes positively.
- Value and take responsibility of the environment.
- When necessary carry out self-monitoring.
- Be aware of and understand their rights and responsibilities (see Appendix II).
- Be aware of their own emotions and actions and take responsibilities for these.

Parents, Carers and Families will:

- Support the school when reasonable and appropriate sanctions have been used.
- Promote positive behaviour at home in order to have continuity between home/school.
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II).

The Governing Body will:

- Support the school in the implementation of the policy.
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

Monitoring and Evaluating:

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour – class behaviour logs, reflection book, headteacher records

Trips:

Attendance on school trips is a privilege and not an automatic right. If a child's behaviour before a trip is consistently unacceptable and they have moved to stage 4 of the sanction procedures, they will not be accepted on a trip.

The school reserves the right at any time to withdraw any child from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

APPENDIX I – Rewards and Sanctions

Rewards:

To reinforce good work/learning, behaviour and attitude we use:-

- Verbal praise.
- Housepoints.
- DB Primary 'virtual' stickers
- Weekly merit certificates given out during school assembly.
- Weekly Headteacher awards
- Children's work is displayed throughout the school.
- Golden Time
- Children sent to Headteacher or Subject Leader to show their work.

Sanctions:

Stage	Examples of Behaviour	Possible Sanctions	Comments
1	Swinging on chair. Interrupting/calling out. Losing concentration. Running inside the school building. Being in the wrong place at the wrong time (e.g. in upper part of school during lunch break). Ignoring instructions. Silly noises. Pushing in line.	Quiet reminder Non –verbal signals (e.g. Eye contact, pointing). Change of seating. Name on board - after 3 warnings in a day move to stage 2.	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along corridor sensibly'.) has a positive effect on those not behaving.
2	Persistent stage 1 behaviour Rudeness. Affecting other pupil's learning. Inappropriate remark to other pupils. Minor challenge to authority. Damaging school's/pupil's property. Leaving class without permission. Harmful/offensive name calling.	Miss playtime with class teacher Child may be sent to a member of the Leadership team/ reflection club.	Incidents to be recorded in a class behaviour book. Headteacher to check the reflection register half-termly and speak to persistent offenders. Parents informed if children in the sanction room more than 3 times per half term.
3	Persistent stage 2 behaviour Persistent swearing. Throwing objects with intent to harm. Harming someone so they need medical help. Continued or more serious cheek/challenge to authority. Stealing. Repeated refusal to do set task. Highly offensive remarks to children.	Sent to the reflection club/SLT Loss of playtimes/lunchtimes.	Behaviour log to be filled in.
4	Persistent stage 3 behaviour Bullying. Fighting. Racism. Violence. Homophobic, Biphobic or Transphobic behaviour Very serious challenge to authority. Leaving school without permission.	Headteacher informed. Meeting with parents. Loss of playtimes and ban on representing school and/or trips outside school – fixed period. Internal exclusion from lesson.	Situation to be monitored by teachers and Headteacher.

5	Persistent stage 4 behaviour Persistent verbal abuse to a member of staff. Physical abuse to any member of	Exclusion for morning or afternoon to include a lunchtime – fixed period. Exclusion for a fixed term.	
---	---	--	--

Ratified: 13/01/2016

Review: January 2018

	staff/adult. Malicious physical assault on another pupil.	Exclusion for a fixed term.	
6	Repeated stage 5 behaviour	Governor disciplinary sub-committee convened. Permanent exclusion from school.	

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

APPENDIX II – Rights and Responsibilities

Children

Rights	Responsibilities
To be treated with respect.	To behave respectfully to others.
To be safe.	To behave in a way that keeps others and self safe.
To learn.	To be willing to learn. To allow others to learn. To attend school regularly.
To make mistakes.	To own mistakes and learn from them. To allow others to make mistakes.
To be listened to.	To give opinions in a constructive manner to listen to others.

Parents/Carers

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others
To be kept informed about their child's progress.	To talk to teachers if they have any concerns about their child's learning and wellbeing. To talk to their child about what he/she does in school. To ensure their child attends school regularly.
To be listened to.	To listen to others.
To have access to information on the school's procedures for positive behaviour.	To acknowledge/respond to information and share concerns.
To have concerns taken seriously.	To share concerns constructively.

Staff

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others
To be supported by peers and managers.	To ask for support when needed. To offer support to colleagues and managers.
To be listened to. To share opinions.	To listen to others. To give opinions in a constructive manner.
To be treated courteously by all others in the school community.	To model courteous behaviour. To recognize and acknowledge positive behaviour others.
To be made fully aware of the school's system/policies/expectations.	To seek information and use lines of communication.
To receive appropriate training to increase skills in behaviour management.	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed. To try/use and to evaluate new approaches.

This document was approved and adopted by the

Governing Body Date.....

Name of the Chair of Governors.....

Signature of the Chair of
Governors.....