



GOVERNORS OF STAR PRIMARY SCHOOL

Statement of principles on Behaviour Policy

School Mission Statement:

At Star Primary School we believe that everyone is equally loved and accepted.

Acknowledging the diversity of our community, we...

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*

By order of the Governing Body of Star Primary School

(Signed)_____ Dated _____(Head Teacher)

(Signed)_____ Dated _____ (Safeguarding Link Governor)

Policy Date: November 2014

Review Date: November 2015

Aims and objectives

- 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. The school's 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.
- The school expects 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.
- The 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 anti-social behaviour.

2 *Rewards and punishments*

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

- Teachers congratulate children.
- Teachers give children house points.
- Each week, we nominate a child from each class to be 'Star of the week'.
- Each 'Star of the week' receives a certificate in the school assembly.
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.

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.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the

activity and prevents the child from taking part for the rest of that session.

- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each 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.

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

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.

3 *The role of the class teacher*

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.

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 the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

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 year group leader or the phase group leader.

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.

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.

4 *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 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.

5 *The role of parents and carers*

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

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

We expect parents and carers 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 and carers 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 and carers to support the actions of the school. If parents and carers 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 *The role of governors*

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 adhering to these guidelines.

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

7 *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 recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

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 or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers 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.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers 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.

8 *Drug- and alcohol-related incidents*

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 *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. 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.

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

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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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.

School Rules

- Any form of bullying will not be tolerated. The behaviour counsellor is to be notified of any incidents immediately so these can be dealt with according to school procedures. For incidents which are of concern but deemed to be less serious, the class teacher and teaching assistant should deal with the incident.
- Children should move around the school in a quiet, orderly manner.
- Children must come into the hall for assemblies in silence, and also leave in silence.
- No child is allowed in the hall or classrooms at play/lunch times unsupervised.
- The correct school uniform must be encouraged.
- Appropriate PE clothing i.e. shorts, T-shirts, and plimsolls must be worn for PE lessons. Any child without PE uniform in school should have their parents telephoned at the start of the day and requested to bring their PE kit to school. If several children from the same class do not have a uniform, the teacher should send a TA with a list of names to call the parents. Please use the telephone nearest to the class (not always Reception). This should be done as efficiently as possible and take no longer than 10 min. It is not good practice to let children sit out of any lesson for not having the correct equipment, unless it is deemed to be a health and safety issue.
- Children must wait with their class teachers in the playground at the end of the school day.
- Jewellery – Small stud earrings and wrist watches may be worn, but no other form of jewellery. Teachers should send children with jewellery to the Office where it will be kept until the end of the day, in a named small brown envelope.
- Children are not allowed to do PE or Games wearing stud earrings.
- Nail varnish is not deemed as appropriate for primary school children.

- Chewing gum, sweets, chocolate and cans of fizzy drinks are not allowed in school. No lollipops!
- Money should not be brought to school unless in an envelope for school visits. If a child is found with money or something of value it should be sent to the Office where it will be kept until the end of the day.
- The collecting and swapping of cards or football stickers during school time is deemed inappropriate as this can lead to arguments and disruption. If children are found with these they will be confiscated and returned at the end of the week. Persistent offenders will not have them returned until the end of the term
- Mobile phones (unless previously agreed with the Head Teacher), stereos etc are not allowed in school and will be confiscated and sent to the Office where they will be kept until the end of the day. Persistent offenders will not have them returned until the end of the term

Behaviour Management

Positive behaviour should be encouraged at all times. Those children who fail to adhere to school rules should face the following consequences:

First warning – to be recorded on the tracking sheet.

Second warning – to be recorded on the tracking sheet. Child to be sent to timeout area within the classroom for 3 minutes.

Third warning- to be recorded on tracking sheet. Child sent to timeout in another class within the same year group for 5 minutes.

Fourth warning – to be recorded on tracking sheet.

- If a child continues to receive four warnings each day **on a regular basis**, the class teacher should make an appointment with the child's parents to discuss the matter.
 - For low level behaviour disruption such as continuous talking, getting out of one's seat and not doing sufficient work during the lesson, the teacher should consider further sanctions such as keeping the child in during playtime or a part of lunchtime.
 - **Where behaviour has reached the fourth warning stage persistently and the teacher has tried any of the above strategies without success**, the child could be sent to the PGL to discuss their behaviour. This should take place after 2pm only and the child must be accompanied to the PGL by the TA.
 - In cases of extreme behaviour where the teacher feels that they can no longer make any progress with the child they should be sent to the Snug Area at 2pm where the behaviour councillor (Temi) will contact parents when necessary. If a child displays unacceptable behaviour (i.e. swearing directly at children or adults, extreme insolence or violent behaviour) at any time of the day, the PGL or DHT's must be made aware.
- Parents are informed as and when necessary. Please remember that parents need to be informed if their child is receiving four warnings a day **on a regular basis**.

- Children sent to the Behaviour Snug **must** always have a referral slip filled in by the class teacher with sufficient detail in the case of extreme behaviour.
- Children must not be kept in at playtimes as a punishment for poor behaviour unless supervised by the class teacher in the classroom. Children should not be told to come back to the classroom unsupervised during play and lunch unless accompanied by an adult.
- Children must not be excluded from any part of the curriculum for poor behaviour.
- **The behaviour policy must be rigorously followed by all staff**
- If an incident of extreme behaviour occurs (e.g. fighting, swearing directly at a member of staff) the child must be sent to the Behaviour Snug when it opens and the PGL or DHT's must be informed. If the child is not responding to any adult, then the DHT 's or HT must be called.
- Children must **not** be excluded from assemblies.

What to do if a child runs out of school:

- If a distressed child runs out of school the Head Teacher, Deputy Head Teachers or senior member of staff, must be informed IMMEDIATELY, via the school office.
- Make a quick initial check of the school premises.
- Ask office staff to check CCTV.
- Walk around the immediate vicinity of the school.
- Phone the child's home or parents.
- Go to the child's home to see the parents.
- Ring the police if the child has not been found and brought back to school.

Procedure in the case of a violent child:

- All children who display excessive violent behaviour will be subject to a behaviour plan.
- Staff should avoid getting involved if they are not named on the behaviour plan, unless the situation is posing an immediate threat to the safety of other pupils or members of staff.
- When staff have gotten involved, they should immediately remove themselves from the situation as soon as it is safe to do so (i.e. the child is calm and no longer posing a threat)
- Whenever possible, other children must be removed from the situation so that they do not have to witness a child being restrained.

Reflection Hut Arrangements:

The purpose of the new reflection hut is to create a space within the playground where the behaviour counsellor can work with children to resolve conflict quickly and re-integrate them into the playground. If a need arises to deal with a sensitive issue or remove children from the playground, they should be referred to the reflection hut to speak to Behaviour counsellor. The Reflection Hut is not intended to replace the

RESTART Room in any way. Staff on duty have the first responsibility to manage behaviour in the playground and resolve disputes amongst children. In all other circumstances, staff on duty need to deal with behaviour issues as listed below:

FROM MORNING BREAK

Behaviour counsellor will be in the school playground from 10.20 until 11:05. Extreme playtime incidents will be directed to the Behaviour Counsellor in the playground who will deal with behaviour issues as they occur. When playtime is wet the behaviour counsellor will be based in the hall with the duty person to manage behaviour.

Any pupil sent to Reflection Hut from morning break should have their name and details entered into the break time log book. The behaviour counsellor will ask the pupil to describe the behaviour that resulted in them being sent to the reflection hut, and what better choices they could have made. The child should return to the class line at the end of play. If an incident has not been resolved the behaviour counsellor may ask the child to check back with her the following day. It would not be expected that the child would miss their entire play the following day unless there were exceptional circumstances and this had been approved by the HT (or DHT's in her absence)

FROM LUNCHTIME

The Reflection Hut will open at 12.00. No EYFS or Year 1 children should be sent to the Reflection Hut at lunchtime, any issues should be referred to YGL or PGL. A member of SLT will be timetabled to be on duty in the Reflection Hut.

Any pupil sent to Reflection Hut at lunchtime should have their details entered into the lunchtime log book. The pupil should be asked to describe their inappropriate behaviour and what they should have done instead. **If appropriate, the pupils parents will be called and notified of their behaviour.** The child should return to the class line at the end of lunch. If an incident has not been resolved the behaviour counsellor may ask the child to check back with her the following day. It would not be expected that the child would miss their entire lunch the following day unless there were exceptional circumstances and this had been approved by the HT (or DHT's in her absence)

REFUSAL TO GO TO THE REFLECTION HUT OR BEHAVIOUR SNUG

Should a pupil continually refuse to go to the Reflection Hut or Behaviour Snug a member of the Leadership Team should be called. Continual refusal could result in exclusion.

Do not send to Reflection Hut/ Behaviour Snug for the following	Send to the Reflection Hut/ Behaviour Snug for the following
<ul style="list-style-type: none">• Not doing homework/ spellings etc.• Minor disputes and falling outs	<ul style="list-style-type: none">• Serious incidents of bullying, racist abuse.• Fighting of a serious nature.

<p>between friends.</p> <ul style="list-style-type: none"> • Fidgeting on the carpet, poking children, general class disputes which could be sorted out by the class teacher keeping the children in and discussing behaviour. • Not finishing work neatly or finishing enough work in the given time. • Breaking a ruler or pencil. • Persistent talking in class. • In the case of younger children inappropriate touching or toileting unless this has been agreed by the DHT or HT. • Play fighting in the playground. • Going up to the fence or playing behind the trees. • Chasing games 	<ul style="list-style-type: none"> • Extreme insolence and rudeness to staff (swearing, repeated refusal to follow instructions, shouting at staff or repeated back-chatting) • Threatening physical violence to another pupil. • When they reach a fourth warning for extreme behaviour.
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Other Strategies to employ in the playground:

- Spend a few minutes speaking to the child/children to see what the issue is.
- Ask a child who is behaving inappropriately, but of a low level nature, to stay next to you for a few minutes to give them some cooling down time.
- Find another activity or group of children to engage them with.
- Appoint a “buddy” to look after them or ask a prefect to help them find something to do in the playground.
- Send them to sit in the open Gazebo for two minutes.
- Give them a warning if you have repeatedly spoken to them and they have not followed instructions.

Behaviour Management During PPA:

- Management of the class behaviour is the responsibility of the person covering PPA.
- The school behaviour system must be strictly adhered to.
- The TA is to bring the class tracking sheet with them to PPA and hand to the PPA teacher.
- PPA teachers must adhere to the slightly adapted and more visual traffic light system in use across year 1. Year 1 and EYFS children must not be sent to the Reflection Hut or Behaviour Snug room. Year 1 children receiving their 4th warning during PPA must be sent to Early Years Phase Group Leader or Year 2 & 2 Phase Group Leader.
- PPA teachers must follow the same expectations for giving warnings as all teaching staff.

If there is an extreme incident at any time (**particularly where a child has been hurt by another child and marks have been left on the child's body**), the HT or D/HT's needs to be notified so that they can make the necessary arrangements.

10 Links to other policies

This policy should be read in conjunction with:

Anti-Bullying Policy

Child Protection Policy