

HEATHFIELD PRIMARY AND NURSERY SCHOOL

A POSITIVE APPROACH TO GOOD BEHAVIOUR



Autumn 2017

“Every child has a right to as much positive praise as possible”

and

“Every child also has a responsibility to ensure their behaviour does not interfere with their learning or that of their peers”

To be reviewed Autumn 2018

Aims and Expectations

It is a primary aim at 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 where everyone feels happy, safe and secure. We feel that children learn best when they know exactly what is expected of them.

What the Law Says (section 89 of the Education and Inspection Act 2006)

“The headteacher must set out measures in the behaviour policy which aim to:

- promoting, among pupils, self-discipline and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

(Behaviour and Discipline in Schools DfE January 2016)

At Heathfield Primary and Nursery School we like to work alongside parents/carers and encourage children to develop as fully as possible. We want to help our children to grow, socially, emotionally, personally and academically.

This policy explains how we continue to promote good behaviour through our Positive Behaviour Management systems and strategies. The principal aim of our school is for all children to achieve their full potential in an ethos of learning, harmony, mutual support, respect and enjoyment. We are committed to enriching the life experiences of all our pupils whilst equipping them to become successful citizens and life-long learners. Our positive approach to behaviour management looks to ensure that inappropriate behaviour is not a barrier to pupils' learning.

To support this aim the school has developed six whole school rules that explicitly state our expectations for pupils conduct. These apply to all children in school and are displayed in classrooms and corridors:-

- 1) Do as you are asked the first time.**
- 2) Put your hand up if you want to speak.**
- 3) Keep your hands, feet and hurtful comments to yourself**
- 4) Listen carefully and with respect.**
- 5) Do your best at all times.**
- 6) Respect other people's property.**

We want to encourage positive behaviours and attitudes in every area of school life, for example: entering and leaving school; in toilets and corridors, at lunch and break times; in the playground; as well as during classroom hours. 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.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

How we encourage good behaviour

At Heathfield Primary and Nursery School we want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote good behaviour and to promote it further we:-

- praise, support and encourage, consistently and effectively
- have clear expectations about work and behaviour
- help children know what is 'good' behaviour, and what is not

Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The school praises and rewards children for good behaviour in a variety of ways:-

- staff congratulate children
- stickers are given
- teachers and other adults in school give children 'positives' either for consistent good work or behaviour, or to acknowledge effort or acts of kindness in school and general application of the school rules. They are used to look at the positive ways in which a child behaves and **NOT** by drawing attention to negative behaviours or attitudes.
- teachers present certificates for those with 20 'positives' or more in a week
- each week, a child or children from each class are 'Heathfield Stars of the Week' for gaining the most 'positives'; receiving a star of the week sticker, certificate and congratulations in assembly. During this assembly the children's achievements are celebrated whilst reinforcing the school's expectations and policy
- all classes have an opportunity to participate in our Achievement Assembly each week – on these occasions children are put forward by the class teacher for consistent, or outstanding work or attitude relative to an individual child's abilities.

Sanctions

At Heathfield we employ a number of sanctions to support the school rules, in order to ensure a safe and positive learning environment. We implement each sanction appropriately to each individual situation. **We recognise individuals have different needs so professional judgement always ensures a flexibility of response.** Negative ticks are given for the kind of behaviour we do not want to encourage, particularly breaking our school rules.

If a child chooses to break a school rule (**we emphasise the word choose**) then there is a clear set of sanctions, on a sliding scale, which come into effect each day:

- The **first** time – the child is given a verbal warning
- The **second** time their name will be put on the board as a warning.
- The **third** time – a ‘negative tick’ will be put by their name, and they will miss 5 minutes of their break.
(However, if a child has to sit a 5 minute sanction 3 times in a week on the third occasion the sanction will extend to all of a 15 minute break)
- The **fourth** time – a second ‘negative tick’ will be put by their name, and they will miss all of their break.
- The **fifth** time – a third ‘negative tick’ will be put by their name, and they will work in a different class for a session.
- The **sixth** time – a fourth ‘negative tick’ will be put by their name, and they will work in isolation with a member of Senior Leadership Team. This ‘time out’ will allow the rest of the class to be taught.
- (see appendix a for a flow chart which is displayed around school)

Whilst we are committed to operating a whole school policy which applies throughout the school, **staff will use their professional judgement based on the needs of individuals, including their age and stage, when implementing our systems.** Heathfield acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

If a child loses their entire break (2 negative ticks or more) twice in one week they will be issued with a half hour detention the following week (3:30 – 4:00pm), 1 hour for 3 entries of losing all break (3:30 – 4:30pm). Parents/carers will be informed in writing, or telephoned, well in advance to ensure appropriate notice. DFE guidelines are clear that parental support for these sanctions is expected as a result of the child attending the school – however, as long as sufficient notice is given, their consent is not required. During this detention, children will do the work that their behaviour had prevented them from completing at an appropriate standard and with the member of staff to whom the child had demonstrated such negative and non-compliant behaviours.

Generally, detention is disapplied for our children in the Foundation Stage and Key Stage 1.

We are proactive in our approach to behaviour, and will contact parents with positive and negative comments. This allows the home-school partnership to flourish and foster mutual support. If a child is in the Behaviour Book on more than 5 occasions in a term, the Head of School or Assistant Headteacher will contact parents/carers to work in partnership to achieve improvement.

The sanctions are cumulative and the child will be expected to follow all of them. If a child chooses to break a school rule outside of the classroom then the same steps will be taken as if the behaviour had occurred in the classroom. Therefore, there would be a continuation of any “negative ticks” already received.

For cases of severe disruption, such as fighting, swearing or open defiance, the child will immediately be sent to a Senior member of staff, usually the Head of School or Assistant Head Teacher. On such occasions the loss of all privileges will be considered as an appropriate sanction for a fixed period and parents/carers will be informed.

Each day will be a fresh day for sanctions with all the previous day’s names and negative ticks removed. It is important that children are visually reminded that a new day is a new start. However, any sanctions accrued would need to be served.

The class teacher regularly discusses the school rules with each class, and these are displayed on the behaviour board in each classroom. This ensures that every child in school knows the standard of behaviour expected at Heathfield. If there are incidents of anti-social behaviour the class teacher will discuss these with the whole class.

Bullying

Zero tolerance is applied to all forms of bullying; the Executive Head Teacher and all staff have a statutory authority to discipline pupils for behaviour which occurs in school and, in some circumstances, outside of school. Bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school can result in sanctions being applied at school. These sanctions could be as outlined within this policy.

Further details about our approach are found within the Anti-Bullying Policy.

The Staff

We are blessed with a very dedicated and experienced staff who are totally committed to this positive approach to behaviour management. Item 1 on any agenda for meetings in school is “Children First.” This allows for any pressing pupil matters or concerns to be communicated to all staff. Our behaviour strategies will be reviewed each term to ensure that this policy is understood by all and continues to be effective.

It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that an appropriate environment that supports learning is maintained with pupils behaving in a responsible manner. Class teachers and all support staff 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.

All staff at Heathfield Primary and Nursery School treat all children fairly, and with respect and understanding, to ensure the school rules are consistently implemented through the fostering of mutual respect.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages at home and at school about how to behave.

The school rules will be explained at admission meetings and in a leaflet within our Admission Packs. We expect parents to read our rules and systems and to support us in their implementation. We expect parents to support their child's learning and to co-operate with the school. 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.

"Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order."

(Ensuring Good Behaviour in Schools, DfE 2012)

Behaviour and Discipline in Schools DfE Jan 2016

Fixed Term and Permanent Exclusions

The Head Teacher has the power to exclude a pupil from school, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The behaviour of pupils outside school can be considered as grounds for exclusion and is considered by the head teacher on a case-by-case basis. It is our commitment to take reasonable steps to set and mark work for pupils within the first five school days of an exclusion.

Where parents dispute the decision made by the Head Teacher to exclude a pupil, they may consider making a representation to the Governing Body, who have a legal duty to consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion. This duty applies if the pupil would be/have been excluded from school for more than five school days, but not more than 15, in a single term. If the exclusion takes the pupil's total days of exclusion above 15 for the term the Governing Body must convene a meeting to consider reinstatement within 15 days of receiving the notice of the exclusion.

When requested to do so by parents, the Governing Body must always consider the exclusion but DOES NOT have the power to overturn the Head Teacher's decision.

Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an

independent review panel. This panel can direct a Governing Body to reconsider its decision but cannot legally force them to do so.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a £50 penalty.

Parents may be expected to attend a re-integration meeting following any fixed period of exclusion.

In Extreme Cases

- Head Teachers, and staff authorised by the Head Teacher, may be asked to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items
- All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. A range of personnel are trained in de-escalation techniques and positive handling. Pupils who are at risk of requiring such interventions will have their own personal handling policy along with a risk assessment.
- The general power to discipline enables a staff member to confiscate, retain or dispose of a pupil's property, this includes mobile telephones. Such confiscated items will be locked away for safe keeping until the end of the school day. If an item is then again confiscated it will be kept until the end of the week, and then a term if necessary. On such occasions the parent/carer will be asked to collect the item(s).

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis and discusses the systems and procedures with staff each term. He also reports to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

At the end of a term, the Head Teacher, studies the contents of the behaviour book – looking at trends and patterns; he also uses this information as one of the indicators of its effectiveness.

This Policy will be reviewed with Governors in Autumn 2018