



Hutchinson Memorial C.E. (A.) First School

Behaviour Policy **Reviewed February 2016**

As a school we have decided to support the Dyslexia Friendly Initiative and have adopted the Staffordshire definition of dyslexia. By supporting this initiative we use dyslexia friendly strategies when delivering the whole curriculum as well as creating a dyslexia friendly environment for the children (refer to SpLD policy for strategies). We also recognise that more children are successful when taught using dyslexia friendly teaching methods, and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way round.

Mission Statement

Hutchinson Memorial is a Christian Community where we are committed to 'Learning together for life, with Jesus'.

We believe that we must strive to develop to the optimum, the potential of every child, having regard to the development of the whole person. We do this by working together to promote the Christian ethos of our school and preparing the children for lifelong learning.

School Ethos

Our school ethos is based on agreed Christian values: *Trust & Honesty; Kindness & Forgiveness; Determination & Courage; Friendship & Respect; Hope & Happiness; Creativity & Curiosity*. These values underpin the school's Behaviour Policy.

Based on these values, children are involved in agreeing rules for their class and around the school each year. Our Christian values and agreed rules are displayed in each class.

Rational

The school intends to create and maintain a happy atmosphere conducive to effective teaching and learning. The school must challenge the unacceptable behaviour, not the child, to support the development of responsible young people. The policy reflects the school's mission statement and general aims.

Aims

The school's Behaviour Policy is aimed 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. In addition, this policy aims to:

- Develop within each child a respect for themselves, for others and for property through raising self esteem and developing a pride, respect and enthusiasm for all aspects of school life.
- Develop a sense of responsibility in each child about all aspects of their own behaviour.
- Provide positive adult role models of caring, considerate and co-operative behaviour.

Rewards and Sanctions

We believe that rewarding children is a more effective tool in promoting good behaviour than punishments, although the applications of sanctions may be necessary on occasions. Effective rewards should motivate children, and as such they should have some ownership of the systems in place.

Rewards should be motivational they need to be valued by the children and have credibility. Rewards will include: praise - spoken and written; stickers; team points; stamps; golden-time; showing work to other members of staff including the Headteacher and home to show parents; texts to parents; certificates, shields and cups in the awards assembly at the end of year and post-cards home. In addition, individual classes have their own reward systems in place which are negotiated with the children. Each week, a celebration assembly is held whereby children's efforts and achievements both in and out of school are celebrated. This is recorded in the 'Award Book'.

Sanctions. All standards of behaviour should be fairly and consistently treated but there must be flexibility when operating sanctions. We always try to focus on good behaviour, but when sanctions are administered children should know the reason for the sanction, that the sanction is fairly given and the extent of the sanction (a time scale e.g. you will not join in golden time for 5 minutes). The teacher will use language

that shows displeasure is for the behaviour and not the child. "I am not pleased/disappointed when you....." not "You are a naughty/bad child". Sanctions will include:

- The child being asked to move away from others in the classroom to sit on their own
- Being withdrawn from play time for a set period of time
- Having a privilege withdrawn
- May ask a child to redo a piece of work if the behaviour has impacted on the standard of their work

Each class teacher will develop their own ways to support good behaviour in their class room based around the school's policy.

Sanctions will be taken in a three step model-

1. A sanction will be taken by the adult responsible at the time
2. The Headteacher or another member of staff becomes involved to support the class teacher.
3. Parents are involved and feedback is given after being monitored for a short/stated period of time.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's Parents and seeks an appointment to discuss how we can work together in order to support the child in improving their behaviour. These discussions are recorded in class teachers' behaviour logs.

If unacceptable behaviour persists, the school will work with the child and parents to develop an IBP, as part of the Inclusion and SEN policy.

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 children in their classes behave in an appropriate manner for learning. Class teachers have high expectations of the children with regard to behaviour and treat all children with respect and understanding.

Class teachers provide a good role model by:

- Being kind, show respect and care to others.
- Care for the class room, the school building and outdoor environment.
- Deal with behavioural problems by; listening, establish the facts, judge only when certain, only use sanctions which can be upheld, avoid confrontation.
- Show pride and enthusiasm in all aspects of school life.

Class teachers will not keep a child after school or leave children unsupervised, use a physical threat or punishment or stop a child taking part regularly in a lesson or part of any lesson.

The role of Pupils

Children all have an important role to play in the setting and maintenance of high standards of behaviour, both their own and supporting the behaviour of other children in the school. Through the school council and in PHSE lessons they can affect the policy and support high standards.

The role of Parents

The school collaborates closely with Parents so that children receive consistent messages about how to behave at home and school. The school Behaviour Policy is included in the information pack given to Parents upon entry into Reception and we expect Parents to support the Policy. It is also referred to at the New Entrants Parents Meeting. A copy is also placed on the school website.

Parental support is sort each year through the Home School Agreement and all parents will be kept fully aware of their child's behaviour through formal parent's evenings and, if appropriate, regular meetings with the class teacher.

We expect Parents to support their child's learning and to co-operate with the school. We aim to build a supportive dialogue between home and school and we inform Parents immediately if we have concerns about their child's behaviour.

If the school has to apply reasonable sanctions to a child, we expect Parents to support the actions of the school. If Parents have any concerned about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If their concern remains unresolved, they should contact the Chair of Governors. If these discussions cannot resolve the issue, a formal grievance or appeal process may be implemented.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the School Behaviour Policy consistently throughout the school, and to report to Governors 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
- To support staff in the implementation of the Policy by setting the standards of behaviour and by supporting staff through coaching, mentoring and continued professional development
- If necessary, exclude a child from school (see fixed term and permanent exclusion)

The role of the Governing Body

The governing body has a duty to produce, and review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst children. The Governors should inform the head teacher of any legislative changes that may affect the policy.

Fixed term and permanent exclusion

When considering a fixed term or permanent exclusion, the school will refer to the Statutory Guidance from the DfE 'Exclusions from Maintained Schools, Academies and Pupil Referral Units in England' September 2012.

Only the Headteacher (or the acting Headteacher) can exclude a child. This must be on disciplinary grounds where there has been a serious breach or persistent breaches of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

The Headteacher may exclude a child for one or more fixed periods, up to a maximum of 45 school days in a single academic year. In exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for a Headteacher to convert a fixed term exclusion to a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a child, h/she informs Parents immediately, giving reasons for the exclusion. Parents are also informed 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.

The Headteacher informs the Local Authority and the Governing Body of any permanent exclusion and of any fixed-term exclusion beyond 5 days in any one term.

The Governing Body has a duty to consider Parents' representations about an exclusion. This duty is delegated to the Appeals Committee who must consider the reinstatement of an excluded child within 15 school days of receiving notice of the exclusion. The Committee can either:

- Uphold an exclusion or
- Direct re-instatement of the child immediately or on a particular date.

If applied for by the Parents, the Local Authority can arrange for an independent review panel hearing to review the decision of a Governing Body not to reinstate a permanently excluded child.

Monitoring and Review

The Headteacher monitors the effectiveness of this Policy on a regular basis. S/he reports to the Governing Body on the effectiveness of this Policy and if necessary, makes or receives recommendations for amendments.

Class teachers record significant incidents of unacceptable behaviour in their behaviour logs. The Headteacher records incidents which have led to Parents being

informed of unacceptable behaviour or those incidents which are more than 'minor' incidents. If incidents have occurred at lunchtimes / break times, the member of staff responsible for dealing with the incident will report to the child's class teacher. The class teacher will decide if further action needs to be taken and/or if the incident is to be recorded in the behaviour log.

It is the responsibility of the Governing Body to ensure that the school policy is administered fairly and consistently and that the school complies with its statutory duty not to discriminate against pupils on the basis for example, of race or disability.

The Governing Body review this policy every two years. They may however, review the policy earlier if new regulations are introduced or if the Governing Body receives recommendations on how the policy might be improved.

This policy must be seen with the Anti-Bullying policy, Home School Agreement and Inclusion and SEN policy.

Policy reviewed February 2016

Next review: February 2017

Signed

Chair of Governors

Signed

Headteacher