



# Vane Road Primary School

## Behaviour Policy

Adopted July 2018  
Review July 2021

Signed by Chair of Governors:

Key contact: Miss Rachel Wren



**Amendment tracker**

<b>Date</b>	<b>Change and comments</b>	<b>Location</b>

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. Therefore, this Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'.

- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes
- **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

## Our common values

Forming respectful relationships.

Practise Manners

Being Safe

Working together

Being honest, trustworthy and responsible citizens.

- We want our school to be a place where everybody feels welcome.
- We want all our children to feel safe and happy so that they can enjoy their learning and achieve to their full potential.
- We will provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.

- We aim to give children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn.
- We will promote our common values and value our differences within the school and the wider community.

### **Respecting the Rights of Others.**

For their rights to be maintained children respect the right of others through their own behaviour and also accept the consequences of their actions. Children are reminded of this through their Class Charters and displays around school.

### **Article 12 Respect for the views of the child**

#### **Article 28: Right to an education**

#### **Article 37: No one is allowed to punish children in a cruel or harmful way.**

Children respect these rights by:

1. Treating others as you would like to be treated.
2. Having a positive attitude and encourage others.
3. Keeping your hands, feet and objects to yourself.
4. Doing as you are asked by an adult straight away.
5. Taking care of our school environment

Adults respect these rights by:

1. Treating us fairly.
2. Encouraging us in everything we do.
3. Keeping us safe by speaking to children who are mean to others.
4. Speaking to children in a respectful way.
5. Making the school and classrooms bright and attractive.

All our staff have a right to:

1. Teach without undue disruption.
2. Learn how to improve their practice.
3. Feel physically and emotionally safe at all times.
4. Be treated with dignity and respect at all times.

## **This Policy**

### **1. Restorative Approach**

- 1.1 Alongside the Rights Respecting ethos, School has put into place a Restorative
- 1.2 Approach to help resolve conflict between children. A Restorative Approach in school is a move away from thinking about misbehaviour as 'rule breaking'.
- 1.3 A Restorative Approach focuses not on the behaviour but on the impact on relationships and how they can be successfully restored or maintained.

### **2. Aims and Expectations**

- 2.1 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. 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.
- 2.2 However, the primary aim of the behaviour policy is to promote respectful 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.
- 2.3 The school expects every member of the school community, adults and children, to behave in a considerate way towards others.
- 2.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 2.5 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.
- 2.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote respectful behaviour, rather than merely deter anti-social behaviour.
- 2.7 The application of this policy takes into consideration reasonable adjustments for children with identified disabilities.

### **3. Rewards**

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

- 3.1 teachers congratulate children.
- 3.2 each week we nominate pupils from each class to be awarded a Merit Award.
- 3.3 awarded House points.
- 3.4 every week we reward two pupils who have gained the most house points. This is not based on academic achievements but for social and respectful behaviours.

3.5 stickers and certificates.

3.6 star pupil awards.

3.7 text messages home.

#### 4. House points

**4.1** Each child in school is placed into one of four different teams or 'houses' and siblings are also placed into the same house, each house is named after a local castle and has a name and colour: Raby - red, Brancepeth - blue, Durham - yellow and Auckland - green. The children can score house points for their house through demonstrating good behaviour including: good manners, showing respect and working as part of team. Any member of the school staff can award a house point. The points are totalled each week with the winning team being awarded the House Cup in Assembly. Each staff member in school is also assigned a house. House Captains are voted for each term by the rest of their house and each House has a male and female House Captain.

**4.2** Each week, House Captains count the House Points in every class on a Thursday and record the child with most points in the House Point Book. The children – 1 KS1 and 1 KS2 with the most points that week can have a dip in the prize box.

**4.3** Once every half term the team who have won the most house points then nominate and vote for a Charity and are given £30 to donate. The House Captains write a letter to the chosen charity and the reason for their choice.

The school acknowledges all the efforts and achievements of children, both in and out of school.

#### 5. Sanctions and Consequences

**5.1** The school employs a number of sanctions to enforce our Rights Respecting and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

**5.2 Low level disruption/behaviour** - The behaviour tracking sheet should be used to track low level disruption. It is the teacher's responsibility to deal with low levels of occurrences of disruption involving members of their class. If the disruption continues the teacher should involve parents in promoting positive behaviour. This might include a phone call or meeting to discuss strategies to support the pupil to re-engage in school life.

**5.3 If the situation doesn't improve or more serious issues such as fighting, foul and abusive language or discriminatory the following measures will be taken:**

**5.4** A member of the SLT/Deputy – normally to be issued with a lunchtime/break time detention – children to complete a reflection sheet which is age appropriate.

**5.5** Sent to Head teacher who will have the final decision on future actions.

## 6 **Lunch time 'Buddies'**

Buddies encourage positive relationships between pupils during playtimes: guiding pupils when playing games, looking out for children who appear upset or lonely and making sure that all children feel happy at playtimes.

## 7 **Reflection Sheet**

Children will complete an age appropriate reflection sheets when sent to SLT/Deputy or Head teacher. The aim of this form is for children who do not follow our rights respectful rules to:

- Reflect - repair – review
- Reflect on their actions/behaviour
- Repair the damage their behaviour has caused
- Review what they could do in future so that they do not repeat the same behaviour.

- 8 The school has a Class Charter displayed on the wall of the classroom where the children choose their own Classroom Articles to follow. 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.
- 9 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. We use the Restorative Approach when dealing with matters of conflict, including bullying, to resolve any matters.
- 10 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 and this behaviour could result in exclusion.
- 11 If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished in accordance with the school's assertive discipline guidelines (tracking system). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/guardians and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 12 If a class teacher feels that an incident warrants the intervention of a member of the SLT the those involved will be sent to an appropriate member of the SLT. The member of the SLT will investigate and deal with the matter accordingly and will log the incident on the CPOMS system to communicate the outcome to the class teacher.
- 13 Golden time/day is linked to our rights respecting policy – children to lose part of their golden day will depend on both the at the teacher's discretion and the number of minutes recorded on the Behaviour Tracking Sheet.

- 14 Violence towards staff will not be tolerated and may result in exclusion.
- 15 If the incident is warranted to be serious due to the extreme level of violence, a one-day exclusion can be issued by the Headteacher without a letter having been previously sent.
- 16 If a child is excluded they will not be able to represent the school in events outside of school for 4 weeks.
- 17 In extreme cases it may be necessary to permanently exclude a pupil.
- 18 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

**19 Pupils with Special Educational Needs/Disabilities – making reasonable adjustments**

19.1 The Equality Act 2010 requires schools to ensure children with SEND are not treated unfavourably because of a reason arising as a consequence of their special education need/disability and to make adjustments to ensure they can access all the benefits of their education. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs

19.2 Like all children, children with SEND display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child's perceived disruptive or challenging behaviour arises directly as a consequence of their special educational need/disability or as a consequence of a lack of reasonable adjustments made to accommodate them. Whatever the case, if a child with SEND is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them – this duty is anticipatory. The fact that a child has a special educational need/disability does not mean they should never be disciplined, but rather the behaviour and discipline policies should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers they face.

19.3 A small percentage of our pupils need additional support to improve their behaviour. This includes pupils whose behaviour is the main presenting problem and also pupils on the autistic spectrum or with mental health problems. We support these children by:

19.3.1 working in line with this Policy as far as possible.

19.3.2 putting in more scaffolding tailored to the specific needs of each pupil.

20 This might include:

20.1 Changing the class group/input or varying the usual classroom management.

20.2 Making the routines/strategies more detailed.

- 20.3 Drawing up an Individual Behaviour Plan/Risk Assessment detailing actions to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
- 20.4 Individual interventions from the Behavior Support or Autism Team.
- 20.5 Education Psychology (EP) observations and targeted support with teachers, parents & pupils.
- 20.6 Drawing on additional resources from beyond the school e.g. CAHMS or alternative provision (full/part time).

## 21 **The Role of the Class Teacher**

- 21.1 It is the responsibility of the class teacher to ensure that the children follow their Class Charters and that their class behaves in a responsible manner during lesson time.
- 21.2 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.
- 21.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. The teacher must be careful not to ostracise, alienate or humiliate a child as a result of their behaviour
- 21.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents by recording them. 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 Deputy Head teacher or Head teacher.
- 21.5 The Deputy head teacher, Head teacher 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 the One Point Service
- 21.6 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.
- 21.7 It is the responsibility of all staff to ensure that children behave appropriately in and around school at all times.
- 21.8 It is important that all incidents are thorough investigated and staff members do not make assumptions on previous events. All sides of an incident are considered before action is determined. It is not appropriate for a child to have their version of an event not believed unless it is witnessed by an adult or other children's versions of events are significantly in contradiction of one child's. In such cases, witness statements should be taken and the support of a Key Adult Peer Mediator should be sought.
- 21.9 To use the Restorative Approach when appropriate to resolve disputes between children.

## **22 The Role of the Headteacher**

- 22.1 It is the responsibility of the head teacher 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.
- 22.2 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.
- 22.3 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.
- 22.4 The headteacher has the option to issue a fixed term exclusion for repeatedly refusal to follow instructions.
- 22.5 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.
- 22.6 The head teacher ensures that there is a zero tolerance approach to dealing with prejudice matters of race, gender, socio-economic background, sexual orientation, religious beliefs and all such incidences of racial bullying will be reported to the LA.

## **23 The Role of Parents**

- 23.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 23.2 The School Charter's rights can be found in the school prospectus and we expect parents to read these and support them.
- 23.3 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 if we have concerns about their child's welfare or behaviour.
- 23.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. 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.
- 23.5 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.

## **24 The Role of Governors**

- 24.1 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.
- 24.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher and are fully involved in the process of reviewing policy and guidelines.

## 25 Fixed-term and Permanent Exclusions

- 25.1 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.
- 25.2 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.
- 25.3 The headteacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately.
- 25.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 25.5 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.
- 25.6 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.
- 25.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## 26 Procedures following a Permanent Exclusion

- 26.1 It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion 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.
- 26.2 From the 6<sup>th</sup> day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

## 27 Procedures following a Fixed Term Exclusion

- 27.1 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.

27.2 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 another local Primary School.

## **28 Behaviour Outside of School**

28.1 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 behaviour and discipline policy which may result in an exclusion.

28.2 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.

## **29 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.

## **30 Monitoring**

30.1 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.

30.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on the tracking sheets. All Staff and members of the SLT also use the CPOMS system to record incidents and to communicate these to other members of Staff. Racial, homophobic and extremist incidents are logged on the report form (Report of Racial Incident) and sent off to the Equal Opportunities Officer at County Hall.

30.3 The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

30.4 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.

## **31 Review**

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.