



BEHAVIOUR POLICY

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies.

We have a duty under the The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 to have in place a Rewards and Behaviour policy that is consistent throughout the school. We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We work very closely with the members of our School Council in order to hear their views and opinions as we believe that children should be encouraged to form and to express their views.

This policy and the behaviour system it outlines have been produced after consultation with representatives from all parts of the school community including pupils, parents, staff (teaching and non-teaching) and governors.

AIMS OF THIS POLICY

- Everyone has the right to feel welcome, safe, secure and happy
- We should treat everyone with consideration
- To maintain high expectations of behaviour through a clear and consistent approach to rewarding the positive and challenging the negative.
- To promote self-discipline and safe behaviour.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain a happy, stimulating and ordered school environment where children achieve highly.
- Together we explore, learn and grow.

Stay Green Rules

We encourage everyone in school to take responsibility for themselves and the effect of their actions on others within the school community.

Our 'Stay Green Rules' clearly but simply outline our high expectations of behaviour within our school community. The code is displayed in classrooms and around the school and is shared with parents within newsletters etc.

We are kind
We keep our hands & feet to ourselves
We look after property
We
listen

Achievement, effort or improvement, contribution to the school community and good behaviour is rewarded through our house point and merit system.

Why have a house system?

The house point and merit system:

- provides a clear and consistent system for rewarding all pupils throughout the school
- gives all pupils a sense of belonging to a team within school
- enables pupils to socialise and work alongside pupils and staff from other year-groups
- encourages friendly competition on Sports Days etc.
- enables pupils to be rewarded for their behaviour, attitude and work on both an individual and team level

The 5 houses at Haslam Park are:

Magpie, Dove, Jay, Kingfisher and Swallow

How does our house point & merit system work?

- All pupils are allocated to a house upon their entry to school
- There are 5 houses in total each with a name and colour
- All staff in school are able to award house points
- House points are recorded by the class teacher on a house point record sheet which is visible in all classes.
- House point totals are collected at the end of each week by a member of year 6 – the winning house each week is displayed in the hall on the house points & merits board. A house cup will also be awarded.
- Individual pupils are presented with an award as detailed in the rewards flowchart – these are presented in an assembly to which parents will be invited.
- At the end of each half term, the house that has won the most weekly awards will receive a prize e.g. non-uniform day, sports afternoon.
- At the end of the year the house that has won the most weekly awards will receive a prize which will be confirmed at the start of the summer term.
- It is essential that house points are awarded in a fair and equitable way – this will be monitored by the behaviour lead, key stage leaders and the senior leadership team.
- It should be stressed that house points are not taken away from pupils

Positive behaviour is promoted throughout the school in a clear and consistent way. This ensures that all pupils fully understand our expectations as they move from class to class. The use of a common approach also enables part-time staff, supply teachers and visiting teachers to be consistent with our approach to behaviour management.

The Golden Light

The Golden Light works in conjunction with the traffic light system. Teachers can put a child on the Golden Light to recognise excellent behaviour, effort or achievement. Only children who are on green can be awarded the Golden Light. Children who are placed on the Golden Light receive a raffle ticket which is then entered into the draw for the Golden Ticket. The winner of the Golden Ticket can then choose from a range of 'treats': Dinner for 3, Techno Time, Creative Creations, Sporting Sensation or Guinea Pig Keeper. There is currently one Key stage 1 prize and one Key stage 2 prize.

CHOICES AND CONSEQUENCES

At Haslam Park Primary School, we believe that pupils always have a choice in how they behave. Negative behaviour will be addressed through a range of consequences which are dependent upon the severity and circumstances of the incident.

When a child behaves in a negative way we:

- encourage children to take responsibility for their actions
- discuss the incident with the child/children involved
- encourage children to positively resolve disagreements themselves
- work with the children involved to make amends and work on strategies to avoid any repeat of the incident

What are the consequences of unacceptable behaviour?

Haslam Park Primary School believes that every child has the right to be safe, to learn, and to be treated with respect. Where a pupil's behaviour affects the rights of others to be safe, to learn, and to be treated with respect, a range of consequences are employed. Children, parents and staff were consulted on the seriousness of different negative behaviours and consequently the negative behaviours that may be experienced in school have been assigned into a low, medium or high level group. These levels and the corresponding consequences are detailed in the attached consequences flowchart.

Staff at Haslam Park Primary School use a variety of strategies and resources to support a pupil behaving in an unacceptable manner. These include:

- having clear targets for behaviour (identified within IEP or Individual Behaviour Plan as appropriate)
- analysing the 'triggers' for behaviour
- identifying a 'key' member of staff for the pupil to talk to
- working very closely with parents to give clear and consistent support to the pupil
- identifying a peer or 'Circle of Friends' to support the pupil
- gaining support from external agencies i.e. Behaviour Support, Educational Psychology Service etc.

How does Haslam Park Primary School communicate with parents about behaviour?

Our current Progress and Target sheets are intended to encourage children to try their very best and to promote positive to learning by informing parents on a regular basis about behaviour in school as well as attitudes to the curriculum and attendance. Although some children may sometimes struggle with work, behaviour or punctuality, this system gives them the opportunity to be rewarded for their effort and attitude which, in turn, helps develop confidence and build their self-esteem.

The system is based on 5 levels:

- | | | |
|---|---|--|
| A | - | always tries hard and puts in 100% effort, concentrates fully |
| B | - | good effort, tries hard most of the time and concentrates most of the time |
| C | - | satisfactory effort |
| D | - | less than satisfactory |
| E | - | poor |

In order to achieve an "A", a child does not have to be the most able in the class at Maths or English, for example. In fact the child may be working at a much lower standard that we would expect for their age group. If that child is putting in 100% effort, they would achieve an "A" on the home/school record, although they may be working at well below national expectations for that year group.

As detailed in the consequences flowchart, when children reach the 'Amber 3' stage of the traffic light system, parents are informed of this through their child's planner. For more serious behaviour incidents parents are informed as soon as possible, either in person or by telephone. Repeated incidences of reaching red on the traffic light system will result in parents being asked to attend a meeting with the Deputy Headteachers/Behaviour Lead and finally the Headteacher.

Searching pupils

School staff can search pupils with their consent for any item.

Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Any item deemed unsuitable by the Headteacher/Deputy Headteachers.

Two staff members will be present for any search. The Headteacher/Deputy Headteachers will be informed before any search takes place.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items including where the search is for an item banned by the school rules.

The role of pupils

Pupils are responsible for:

- following our codes of behaviour
- respecting themselves, each other and the environment in and out of school
- taking responsibility for their actions
- doing their best and allowing others to do the same

The role of parents

Haslam Park Primary School works in partnership with parents so that children receive consistent messages about how to behave. Our expectations with regard to behaviour are outlined in our school prospectus and planners which will be updated to reflect the practice. We expect parents to read these and support them.

We expect parents to support their child's learning and to work with the school in maintaining high standards. We endeavour to build a supportive dialogue between home and school. If, at any point, home or school has a concern about a child's welfare

or behaviour, it is vital that these are shared immediately. If, as a result of a child's behaviour, a consequence is used, parents should support the actions of the school. If parents have a concern about the way that their child has been treated, this should be initially the Deputy Headteachers or the Headteacher

The role of staff

All members of staff are responsible for:

- ensuring that our codes of behaviour are adhered to in their classroom and in and around school
- using the language of 'choice' when discussing behaviour with a pupil i.e. making poor or good choices
- maintaining high expectations of all children
- treating each child fairly with respect and understanding
- keeping a record of incidents of unacceptable behaviour on SIMs
- liaising with other members of staff and/or other agencies to support a pupil
- sharing concerns with parents and arranging to meet with parents to discuss their child's behaviour as appropriate

The role of the Headteacher

It is the responsibility of the Headteacher to implement this 'Rewards and 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 pupils and adults in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff.

The Headteacher keeps records of all reported serious incidents of unacceptable behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to pupils for serious behaviour incidents. For repeated, or very serious acts, the Headteacher may permanently exclude a child.

The role of the Behaviour Lead

The Assistant Head, as Behaviour Lead, will monitor the effectiveness of the procedures and report to Governors. S/He will regularly monitor how behaviour procedures are implemented, review weekly behaviour logs to look for any patterns of behaviour, and monitor a range of sources of evidence about the behaviour in School. S/He will ensure that the minimum time is lost to learning.

The role of Governors

Our Governors have the responsibility to ensure that these guidelines on standards of rewards and behaviour are maintained and to review the effectiveness of these. Governors support the Headteacher and staff in following these guidelines.

It is the responsibility of the Governing Body to monitor rates of exclusions and to ensure that this policy is implemented fairly and consistently. Our Governing Body has a Pupil Discipline Committee which considers any exclusion appeals on behalf of the Governors.

Review

This policy is reviewed annually. A review may take place earlier than this should new regulations be introduced.