

# Irchester Community Primary School

## BEHAVIOUR POLICY

(2016)

**This policy is the result of discussions held between staff, Governors, parents, children and other agencies.**

*“Primary Teachers know that positive relationships with children depend on children learning to trust and develop faith in their school as a place which supports, encourages and values them.”*

*(From Behaviour Education - G Moss)*

*“Teachers are required to maintain good order among the pupils and to safeguard their health and safety, both when they are authorised to be on the premises and when they are engaged in authorised school activities elsewhere. “*

*(From School Teachers’ Pay and Conditions Document)*

*“The child has a chance to learn that it is worth investing in good behaviour as it achieves something positive.”*

*(From Behaviour Education – G Moss)*

*Pupils’ excellent conduct and behaviour reflects the school’s effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.*

*(From School Inspection Handbook – OFSTED, Jan 2015)*

**The aim of this policy is to define those agreed procedures, practices and standards which contribute to ensuring that everyone concerned with the school can function happily, in an orderly, efficient and controlled way.**

Account has been taken throughout this document, of the relevant Education Acts, Guide To The Law For Governors and guidance from The Local Education Authority

This policy is linked to the Anti Bullying Policy, Positive Handling Policy, Equalities Policy, Inclusion policy and Attendance and Punctuality Policy.

**Date of adoption by the Governing Body: Signed ..... Chair of Governors.**

*This policy is to be reviewed at least annually by the school council, Parent Voice, staff and Governing Body. It is published on our school website and displayed around school.*

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**1. AIMS / VALUES / PRINCIPLES**

1.1 Positive behaviour is recognised as an essential foundation for a creative and effective learning and teaching environment in which all members of the School community can thrive and feel respected happy and secure.

1.2. We aim to promote an environment and atmosphere where everyone is valued and encouraged through equal opportunities. Whatever their ability, aptitude, origin, background or experiences, we aim for all children to be encouraged to reach their full potential.

1.3 Our school is an orderly, safe place, where relationships between staff and visitors, especially parents, demonstrate mutual respect and recognition of ‘ shared responsibility’ for pupils welfare and educational progress.

1.4. We encourage and support self-discipline, confidence to make sensible, balanced choices and decisions, independence and social competence.

1.5 We recognise the need for each individual to balance competitiveness with co-operation and to learn to cope with both success and failure.

1.6. We promote values led education which helps to develop a clear sense of right and wrong.

1.7. We aim to provide a consistent, fair approach to behaviour which takes account of particular needs and backgrounds and is understood by all those associated with the school.

1.8 We aim to deal with negative behaviour at an early stage in order to prevent escalation.

1.9 We expect all members of our school community to demonstrate our school values at all times: respect, honesty, fairness, teamwork, friendship, caring, happiness, responsibility, inspire, patience, empathy and courage.

2.0 All members of our school community have a right to expect that their school is a safe place in which to work and learn. There is no place for violence, threatening behaviour, or abuse in our school and any such matters will be dealt with accordingly.

## **2. EXPECTATIONS AND CHILDREN'S CHARTER**

2.1. At Irchester Community Primary School, we believe that all children want to behave well and respond to clear, positive expectations within a caring, friendly environment, using a firm, but fair approach.

2.2. We try to keep rules to a minimum but those we do have, are firmly upheld and arise from common sense expectations of courtesy, safety and in-school management. We expect and encourage everyone to behave well in school and hope that high standards of behaviour can be reinforced at home and across the wider community.

**2.3. We expect everyone involved with the school to follow our school values and do their best to:**

- **treat people, their backgrounds and experiences with politeness, tolerance and respect**
- **listen and to follow instructions**
- **be helpful, co-operative and courteous**
- **be honest, truthful and responsible**
- **be punctual, orderly and conscientious**
- **share and respect the school environment and equipment**
- **be sensible and safe when working, playing or moving around the school**
- **let someone know of any concerns and discuss matters calmly**

3. . The Children's Charter is the pupil's own document, with agreed expectations re-visited annually

## CHILDREN'S CHARTER

This Charter has been agreed by all children at Irchester Community Primary School. We are proud of our School and of each other. We want our School to be a safe, happy place, where everyone can enjoy learning and playing together. Our Children's Charter is based on our 10 school values. We think it is important to show our school values through all we say and do.



## **ENCOURAGING GOOD BEHAVIOUR**

4.1. Good behaviour is always the expectation.

4.2. Each month we focus on a school value. Children are taught the value in assemblies and through activities planned into our curriculum. When a child demonstrates one of our school values they are rewarded with a value bead. These are put towards a collective whole school target and whole school reward.

4.3 Children are involved in discussions regarding the School's Children's Charter and all are encouraged to demonstrate or sign agreement to this document developed by the pupils and displayed around the School.

4.3. The School Council includes discussions relating to behaviour at their meetings and promote opportunities for pupil-pupil support and responsibility.

4.4. It is acknowledged that behaviour has to be learned and therefore modelled and / or taught - and that some children find the learning process more difficult than others. Highlighting and promoting examples of good behaviour, discussing strategies and demonstrating ways of managing behaviour therefore have an important place within daily lessons.

4.5 Opportunities to discuss or reflect on moral or social situations are given in assemblies and through class sessions and group sessions e.g. circle times, Religious Education lessons, PSHEC (Personal, Social, Health Education and Citizenship) sessions, linked to other subjects.

4.5. Everyone's efforts and achievements are valued. We therefore encourage high standards and show recognition of good or improved behaviour in a variety of ways. These might include:

- constructive verbal and non-verbal praise / feedback (e.g. smile, nod, wink, "Well done") to show approval and to thus reinforce desirable behaviour
- written praise / acknowledgement – e.g. sensitive and careful marking with comments and explanations of what needs to be done to improve or to make further progress
- setting clear expectations and targets, and maintaining a consistent approach
- listening to each other and giving time to respond fairly
- involvement in decision making where appropriate
- being alert to any sign of unhappiness, bullying, sexism, racism, homophobia and trying to avert trouble before it occurs or escalates
- being clear, fair and consistent, especially when investigating incidents or applying sanctions
- actively encouraging and rewarding good behaviour, independence and responsibility
- giving merit points or other agreed reward – see reward systems
- informing parents / carers of particular improvements in attitude / behaviour
- sharing and celebrating good behaviour and efforts to improve

4.6. *Current examples of formal praise / recognition*

- a value bead
- a gold award, presented in the end of the week assembly to which parents are invited
- smile
- stickers
- merits and certificates
- name /initials on positive display
- praise notes or postcards home

- shared praise with other staff
- head teacher awards
- extra playtimes
- extra golden time / free choice time

**Children are encouraged to share their positive rewards at home.**

4.7. It is acknowledged that the majority of children almost always behave in the expected manner.

These “**always**” children will be included in additional activities in recognition of this.

4.8. As well as general methods of encouraging and promoting good behaviour, we operate a House “merit” system, with 4 Houses. House Captains are elected from within Year 6 and by all House members each year. (Children usually remain in the same House throughout the school, with family members grouped in the same House.) Coloured tokens may be used to confirm each merit point or they may be in the form of a written “mp” in an exercise book.

The merit system is to reward work related achievement and effort. The value beads recognise good behaviour and the demonstration of our school values.

## **5 The 5 Stages**

5.1 Good behaviour is expected behaviour from all children. However, we recognise that, as in every community, problems may occur. We recognise that we are dealing with individuals and therefore that whilst aiming for consistency, each situation needs to take that into consideration. Despite high expectations, there will be a few who find it difficult to conform consistently to what has been agreed as acceptable and there will be times when even the best behaved child will have a “bad” day!

5.2 The 5 stages in our Behaviour Policy are designed to show clear steps of action and consequence if a child’s standard of behaviour falls below expectations. These stages aim to minimise negative / undesirable actions and prevent problems from escalating. Where possible, the “trigger” or cause of behaviour is sought and positive strategies are offered to help overcome difficulties.

5.3 The 5 stages of our behaviour policy are pictorial and displayed widely across the school so that children of all ages are able to ‘read’ and understand them.

**5.4 ANY STAGE MAY BE BYPASSED IF THERE ARE SIGNIFICANT OR EXCEPTIONAL CIRCUMSTANCES (e.g. where health and safety is compromised)**

# Irchester Community Primary School

## Behaviour Policy

### Rewards for staying in the Golden Zone



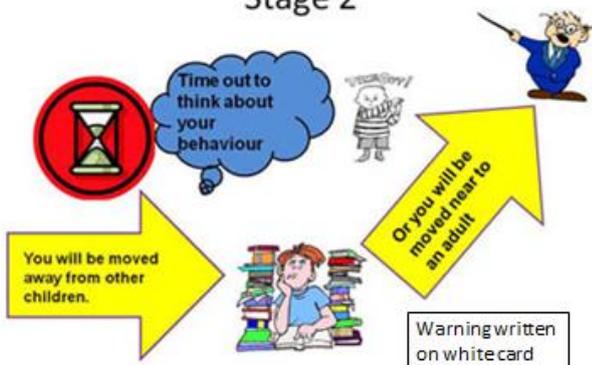
### Golden Zone

- Well done card
  - Good behaviour
  - Gold Awards
  - Value Beads
  - Merits
  - Posted praise cards
  - Stickers, stamps
- Ways to stay in the Golden Zone**
- Being a good friend
  - Good listening
  - Doing your best work
  - Follow our children's charter
  - Showing our School Values



If you are still not doing as an adult has asked after being given a warning, then you move on to...

### Stage 2



If, after time out, your behaviour is still not acceptable, you will move on to...

### Stage 3 - Red Card

A red card will be given immediately for:

- Physical aggression
- Bullying
- Stealing
- Telling lies
- Lack of co-operation
- Leaving the class/school
- Verbal abuse/swearing/racism
- Damage to property

A red card will result in:

- The red card being given to class teacher
- Parents being informed by class teacher
- Class teacher entering the red card onto the school record.
- Time out at break or lunch as age appropriate.

### Stage 4 2<sup>nd</sup> Red Card

- Any repeated, inappropriate action within 10 school days.
- Teacher informs Head and Deputy Head.
- Consequence decided by Head and Deputy Head.
- Teacher adds to school record.
- Parents informed by Head and Deputy and invited to discuss next steps.
- Behaviour contract agreed

### Stage 5

- Failure to improve behaviour
- School Meeting with parents to discuss your behaviour and...
- 3 week Pastoral Plan with targets to help you improve
- Report card signed by your teacher after each lesson for 3 weeks
- Further review with Mrs Alison

## **6. Responsibilities** (See latest Guide to the Law for Governors plus advice from The Department of Education.)

### 6.1 The Governing Body is responsible for:

- ensuring that discipline issues are managed effectively
- advising the Head teacher in relation to particular matters
- agreeing, monitoring and reviewing the effectiveness of the Behaviour Policy
- managing cases of pupil exclusion in accordance with LA guidance

### 6.2 The Head teacher is responsible for:

- development, management and implementation of the agreed Behaviour Policy
- promoting positive expectations of behaviour
- ensuring that all concerned with the school are aware of and promote agreed policy and are supported in doing this
- Informing and meeting with parents of a child who is on stage 5 of the policy and reviewing the child's progress towards achieving targets once they have been on report for 3 weeks.
- excluding pupils where necessary and following agreed procedures with parents, Governors and the Local Authority

### 6.3 The Deputy Head teacher is responsible for:

- day to day management of the Policy
- supporting and advising staff, encouraging training where appropriate
- monitoring playtime and lunchtime behaviour as recorded on SIMS, then analysing and reporting to the Head teacher and Standards and School Improvement Committee
- meeting with parents / carers at stage 4 to encourage children to follow the agreed policy

### 6.4 Key Stage Leaders are responsible for

- ensuring there is a consistency in the standard of behaviour in all classes in their key stage
- being a role model to demonstrate and support other teachers in managing behaviour
- monitoring red cards issued for their key stage and liaising with SLT to identify any common causes and take preventative action accordingly

### 6.5 The Special Needs Coordinator is responsible for:

- supporting behaviour programmes and offering advice to class teachers as requested
- drawing up pastoral behaviour support plans, in consultation with class teacher, SLT, and parents, for children on report at stage 5
- monitoring and reviewing individual children for whom long term behaviour related difficulties have been identified and targets have been set
- requesting assistance or advice from outside agencies to assist with specific concerns

### 6.6 Class Teachers and Non-Teaching Staff are responsible for:

- promoting high standards, positive expectations and good practices within the classroom and throughout the school
- following and promoting procedures outlined in this policy and related policies
- setting appropriate examples
- sharing and passing on relevant information which may affect pupil behaviour or self esteem

- keeping up to date with ideas and strategies for behaviour management plus attending training on behaviour management
- recognising and valuing efforts and achievements in all areas
- monitoring reward systems to ensure fairness
- ensure procedures of referral are followed promoting fairness and equality

In addition class teachers are responsible for reporting red cards to parents, recording on SIMS and reporting to a member of the leadership team organising their gold award winner.

6.7 Parents / Carers are responsible for:

- encouraging high standards and expectations of behaviour
- liaising co-operatively with the School
- helping to promote the Children's Charter
- ensuring maximum possible attendance and punctuality
- setting appropriate examples

6.8 Pupils are responsible for:

- following agreed rules
- upholding the agreed Children's Charter
- supporting each other
- setting appropriate examples
- respecting decisions made relating to this policy and its day to day application
- reporting concerns

6.9 Using the general guidance within this policy, it is at the discretion of the member of staff witnessing or dealing with an incident to make a professional judgement and decide which category and which course of action / sanction to take, referring the matter if appropriate to senior leadership

## **7. Lunchtime behaviour**

The same standard of good behaviour is expected at all times during the school day; however a few children find lunchtime a challenging time to manage their behaviour appropriately.

Initially a pastoral plan to support good behaviour will be put in place. There will be a lunchtime supervisor identified as the support adult for the child (usually in a high visibility jacket) and/or the child may have a safe place identified in school where they can go should they feel the need to withdraw from a challenging situation. A member of staff from the leadership team is available every lunchtime to support the lunchtime staff in dealing with any behaviour issues.

If lunchtime behaviour continues to be a problem then parents will be asked to agree a voluntary arrangement for a set period of time when the child goes home for lunch. A reintegration plan will be agreed to support the child enabling them to stay at school during lunchtimes. If a child has free school meals the school will arrange for a packed lunch to be provided.

## **8 Exclusions**

Depending on circumstances a short term fixed exclusion of no more than 5 days maybe required. Only the Head teacher (or an Acting Head teacher) can make the decision to exclude a pupil.

If the decision is made to exclude the child then the Head teacher (or an Acting Head teacher) will

- Contact the child's parents
- Notify the governors (initially the Chair Of Governors)
- Inform any outside agencies involved with the child/family
- Involve the LA if necessary
- Write to the parents (copy to Chair of Governors) explaining the reasons for the exclusion, its duration, and provide information regarding the right to appeal against decisions relating to exclusion (The Governing Body operates an Appeals Committee)
- Invite parents to attend a meeting at the earliest opportunity

Where a daytime exclusion is made, parents are by law, given legal responsibility for the supervision of the child and the child must continue education whilst excluded. Work will be set by the school for up to 5 days then arrangements for education will be discussed. During normal school hours of the first 5 days of exclusion, the child must not be seen in a public place without reasonable justification.

At the end of the exclusion period the parents will be invited to attend a reintegration meeting where a pastoral behaviour support plan/ code of conduct will be agreed and signed by the parents, child and school.

It may be suggested to parents that a period of part time schooling is a preferred option to avoid exclusion and enable a child to continue education and help to overcome a difficult period. This may only be done with the parent's consent and should be recorded as agreed on the pastoral support plan.

If there are continued concerns, lack of co-operation or response after a short fixed term exclusion then the school will inform the LA and with advice follow their procedure and guidelines for managing longer fixed term (6<sup>th</sup> day exclusion) or permanent exclusions.

## **9. Monitoring**

9.1 Behaviour is monitored regularly by Class Teachers, Key Stage Leaders and Deputy Headteachers. Red cards / gold awards are recorded on the SIMS system and monitored by the Deputy Head teacher to ensure consistency, identify patterns, issues and further actions. This is reported back to Governors on the Standards and School Improvement Committee.

9.2 Low-level persistent disruptive behaviour or behaviour that results in a warning being given (stage 1 or 2) is recorded on the white card for each class. This behaviour is monitored regularly and action taken accordingly.

9.3. All cases of confirmed or suspected bullying are recorded by the Headteacher and followed up in accordance with the anti-bullying policy.

9.4. All cases of racial, homophobic or other significant harassment, are logged and reported in accordance with Local Authority guidelines and monitored by the Headteacher and Governors.

9.5. All cases of exclusion are notified to the Parents immediately, to the Chair of Governors within 48 hours and in writing to the Governing Body in the Headteacher's Report. The LA monitors all exclusions and if greater than 5 days the LA guidance applies.

## 10.0 Attendance and Fixed Penalty Notices

As detailed in the Attendance and Punctuality Policy, any persistent unauthorised absence or unauthorised holiday in term time, may be subject to a Fixed Penalty Notice.

### Fixed Penalty Notices

*Parents can and have been* fined by the Local Authority for taking their child on holiday during term time without the consent of the school ie: **A Fixed penalty Notice of £60.00 would be issued to each parent for each child: ie (two parent family, two children = £240.00 and the following would apply: £60.00 if paid within 21 days of receipt of the notice, rising to £120.00 if paid after 21 days but within 28 days of receipt).**

If the penalty has not been paid within 28 days of issue the Local Authority may instigate legal proceedings under section 444 (1) of the education act 1996. **If found guilty of an offence under this Act, parents will receive a criminal record and could be fined up to £1000.**

As a school, we support the government's stance on trying to reduce the amount of school missed due to holidays and we hope that you will continue to support your child's education by not planning a family holiday during term time.

**Irchester Community Primary School  
RED CARD**

Name: \_\_\_\_\_ Class \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

**It has been observed or judged that ..... has been the cause of, or directly involved in the following unacceptable behaviour (ticked as appropriate) :**

- Physical aggression / dangerous action which causes or could lead to injury or damage
- Bullying ( e.g. deliberate, persistent or planned hurt, upset, comments, name calling etc)
- Stealing
- Telling lies which hurt, upset or waste time
- Lack of cooperation i.e. deliberate cheekiness / rudeness / answering back / defiance
- Leaving the class / school site without permission or prior agreement
- Verbal abuse / swearing / racism (heard by an adult or found to be true when investigated)
- Deliberate damage to property / vandalism
- OTHER :

**What happened?**

**Signed by Supervising Adult:**

**Sanction given:**

**Signed by Class Teacher**

## **Appendix 2: Managing aggressive behaviour from parents and visitors to our school**

### **Statement of principles**

The governing body of Irchester Community Primary School encourages close links with parents and the community. It believes that pupils benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse towards members of school staff or the wider school community.

The governing body expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, if staff feel that they are being addressed in an unacceptable manner they may state that this is so, and then remove themselves from the situation. All members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards members of school staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable and will not be tolerated either online, in person or in writing:

- shouting at members of the school staff, either in person or over the telephone;
- physically intimidating a member of staff, e.g. standing very close to her/him;
- the use of aggressive hand gestures;
- threatening behaviour;
- shaking or holding a fist towards another person;
- swearing;
- pushing;
- hitting, e.g. slapping, punching and kicking;
- spitting;
- breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

**Unacceptable behaviour may result in the local authority and the police being informed of the incident.**

### **Procedure to be followed**

If a parent/carer behaves in an unacceptable way towards a member of the school community, the head teacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent or carer will be issued with a written warning. See appendix 1.2 for sample letter to be modified as necessary.
2. If there is no improvement, or if further incidents occur the parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow.

3. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
4. The chair of governors/LA will be informed of the ban.
5. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

## **Conclusion**

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home-school code of conduct or health and safety legislation.

In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.

This Policy will be reviewed as part of the school's Behaviour Policy

Signed .....

Chair of Governing Body

Date .....

## Appendix 3

### Incident report form

Relevant incidents include trespass, nuisance or disturbance on school premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to property.

Where possible, the form should be completed before any discussion between witnesses is possible, as this might lead to allegations of collusion.

This form should be completed as fully as possible please, using a continuation sheet, if necessary. For any incident involving or witnessed by a pupil or parent/carer/visitor, a member of staff should complete the form on their behalf.

The completed form should be passed to the head teacher, for appropriate action and recording.

### Incident report form

<b>Date of incident</b>
<b>Time of incident</b>
<b>Name of person reporting incident</b>
<b>Date incident reported</b>
<b>Member of staff recording incident</b>
<b>Date incident recorded</b>
<b>Name(s) of person(s) causing incident</b> (where name(s) is/are unknown, provide other details of which may allow their identification)
<b>Status(es)</b> (parents/carers/visitors/trespassers)
<b>Full description of incident</b> (e.g. names of persons involved; location; nature of any injuries; attendance of emergency services)
<b>Names of any witnesses + Statuses</b>
<b>Initial action/outcome</b> (e.g. Informal conciliation; police intervention; warning or banning letter issued)
<b>Summary of subsequent actions taken by the school, including risk assessments</b>

## Appendix 4

### Warning letter, from the head teacher: to parent/carer with child/ren at the school

To be sent by Recorded Delivery.

This letter may be modified according to circumstances but paragraph 2 (highlighted) MUST be present.

(Dated and on headed school paper)

Dear .....

I have received a report about your conduct at the school on **(enter date and time)**.

**(Add factual summary of the incident and of its effect on staff, pupils, other parents.)**

I must inform you that the local authority/ governing body **(delete as appropriate)** will not tolerate conduct of this nature on its premises and will act to protect its staff and pupils.

Therefore if, in the future, I receive any reports of conduct of this nature I will be forced to consider removing your licence to enter the school grounds and buildings. If you do not comply with that instruction I will be able to arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. If convicted under this section, you are liable to a fine of up to £500.

Nevertheless, I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report which I have received about your conduct. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct. To enable me to take a decision on this matter at an early point, you are asked to send me any written comments you wish to make by **(state date ten working days from the date of letter)**.

Yours sincerely,

Head teacher