

Highcliffe Primary School

Policy on Behaviour

1 Aims and objectives

- 1.1 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's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a positive, responsible and supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way. However, we acknowledge that some of our pupils are disabled within the definition of the 1995 Disability Discrimination Act and, for behaviour related to a child's disability, we will make reasonable adjustments to our Behaviour Policy, in order to not place disabled students at a substantial disadvantage to their non-disabled peers.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

2 Rewards and sanctions

The Behaviour Policy is based upon children's rights and responsibilities, and the rules and routines that support these. Rights, responsibilities and routine rules are displayed in each classroom and form part of the school prospectus and home school agreement. In addition, as part of the whole school approach to the social and emotional aspects of learning (SEAL), each class devises its own class charter, displayed and signed by every child.

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Staff congratulate children in classrooms, corridors and on the yards (verbal praise).
 - Staff give children rewards based upon age-appropriate systems (stickers, certificates, house tokens, notes home, extra privileges).
 - Each week, a child from each class is nominated to be "Pupil of the Week" and this is celebrated in assembly. Pupils may be involved in nominating each other for this award.
 - "Good Work" is also celebrated in a weekly assembly.
 - There is a weekly whole school assembly celebrating house team success, "Star Diner" nominations and class attendance awards.
 - "Merit" certificates are awarded to two children from each class every half term, for consistent good work and/or behaviour.

- At the end of the year, an award assembly takes place when two children from each class are awarded “Endeavour” certificates and prizes for outstanding effort.
- School displays celebrate good work and behaviour across a wide range of areas both in school and within the wider community.

2.2 The school employs a number of sanctions to ensure the provision of a safe and positive learning environment, in which their rights can be realised. We employ sanctions appropriately to each individual situation.

- In Early Years Foundation Stage, the children’s photographs are placed onto a smiling face at the beginning of each session: “Highcliffe Happy”. If their behaviour is noteworthy, they are rewarded by their photograph being moved onto an “Extremely Excited” face, and they receive a certificate. If behaviour is a cause for concern the photograph is moved onto a “Deeply Disappointed” face, with a short time out session.
- In KS1 and KS2, a four step sanction system operates in the classroom: Yellow card, Timeout in the classroom, Timeout in another classroom, Isolation. There is also a three step sanction system for breaktimes: Timeout Zone, Rest of play/lunch in Respect Room, Isolation.
- Year groups are “paired up” to facilitate time out sanctions in another classroom as follows: Y6/Y3; Y5/Y2; Y4/Y1. Children should take their normal class work to complete, as far as possible.
- If any child receives four recorded sanctions within a half term, the class teacher will telephone parents/carers for support;
- If a further (fifth) incident occurs that half term, a meeting with parents/carers will be called and the child will be moved onto an Individual Behaviour Plan to support an improvement;
- For persistent inappropriate behaviour, other privileges may be withdrawn e.g. representing the school in extra-curricular activities, participation in enrichment activities.

2.3 If an adult holds up their hand, this signals silence. Other adults and children should hold up their hand in silence to signal their acknowledgement of the signal.

2.4 Behaviour expectations are reinforced through assemblies, PSHE, class discussions and newsletters.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES 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 adult, 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 and “Team-Teach” positive handling training, undertaken by all teachers and support staff (see “Child Protection” policy).

2.6 The school refers to a range of support services to support children with social and emotional difficulties, and children presenting challenging behaviour. Referrals may be made to the school’s ELSAs (Emotional Literacy Support Assistants), School Counsellor or the East Cleveland Early Intervention Support Base for either outreach work or short-term placements. The school may refer for support from an Educational Psychologist or the Behaviour for Learning Service. Pastoral Support Programmes may be instigated to provide a multi-agency approach for children felt to be at risk of exclusion. All of these interventions involve, and are reliant upon, the support of parents and carers.

3 The role of class teacher and support staff

- 3.1 It is the responsibility of class teacher to ensure that the Behaviour Policy is adhered to in his or her class and that children behave in a responsible manner during lesson time and around school.
- 3.2 The adults in our school have high expectations of all children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. There is collective responsibility and support for achieving high standards of behaviour amongst all adults in the school, and staff may reinforce expectations with any child from any class.
- 3.3 The adults treat each child fairly, and enforce the Behaviour Policy consistently. Some children may require an individual behaviour plan to support them, and it is the responsibility of the class teacher to draw up this plan, sharing it appropriately with other staff and parents/carers.
- 3.4 It is the responsibility of the class teacher to keep a record of both positive and negative consequences (rewards and sanctions). If a child misbehaves repeatedly in class, the class teacher should deal with incidents him/herself in the normal manner, including contacting parents, as outlined in the sanction steps. If misbehaviour continues, the class teacher should draw up an Individual Behaviour Plan, and may wish to seek help and advice from a member of the school's Senior Leadership Team.
- 3.6 The class teacher should ensure that a suitable isolation pack is available for sanction step 4.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Welfare Officer or the LA's Behaviour for Learning Service.

4 The role of the Headteacher

- 4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's 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.
- 4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour (stage 4 sanctions), and shares records termly with the governing body in the Headteacher's report.
- 4.4.1 The Headteacher has the responsibility for implementing fixed-term exclusions to individual children for serious acts of misbehaviour.
- 4.4.2 For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken in consultation with the school governors.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the children's rights and responsibilities in the school prospectus, and we expect parents to read, sign and support the school's Behaviour Policy through the home-school agreement.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. 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.

- 5.4 If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents should refer to the governing body's Complaints Policy.

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour. Governors may be called upon to give considered advice to the Headteacher about particular behaviour issues, through the Complaints Procedure or as part of exclusion considerations by the Hearing or Appeals Committees.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.
- 7.2 Only the Headteacher (or Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Headteacher excludes a child, she informs 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, make reference to the governing body. The school informs the parents how to make any such reference.
- 7.4 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions using a standard reporting form.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6 The governing body has an Appeals Committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an Appeals Committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' Appeals Committee decides that a child should be reinstated, the Headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs prescribed medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be administered according to the guidelines in the school's "Safe Use of Medicines" policy. Non-prescribed medicine should not be administered by school staff.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, tobacco or alcohol. The parents or guardians of any child involved will always be notified.

Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

9 Monitoring and review

- 9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher may record classroom incidents, as part of a monitoring procedure or behaviour improvement plan. The Headteacher records serious incidents, including those taking place at break or lunchtime.
- 9.3 The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 9.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every two years or sooner, if required.

10 Appendices

- Our Rights
- Our Responsibilities
- Home School Agreement
- Routines and Rules
- Rewards
- Positive note home
- Sanctions
- Playtime sanctions
- Lunchtime sanctions
- Time out guidance – classroom
- Time out guidance – breaktime
- Record of rewards
- Record of sanctions
- Standard letter home to call meeting with parents (5 incidents in a half term)
- Respect room slips (classroom / respect room)



OUR RIGHTS

Feel safe and secure

Be healthy

Enjoy lessons and other activities

Achieve our best

Join in and feel valued

Be listened to

Be well prepared for the future



OUR RESPONSIBILITIES

Be gentle and kind

Be helpful and considerate

Be polite and well-mannered

Be honest

Be respectful

Work hard and do our best

Listen to other people

Look after property



HIGHCLIFFE PRIMARY SCHOOL HOME - SCHOOL AGREEMENT

As outlined in our mission statement, we endeavour to promote an ethos which fosters mutual respect within a secure, purposeful and stimulating environment. We strive to maintain a happy and orderly environment where there is a sense of belonging and a pride of ownership, reflected in dress, behaviour, attitude, and a sense of self-worth.

In order to achieve these aims for the children, it is imperative that parents/carers and school work in close partnership. Whilst all children have the right to a high quality education in a safe and happy environment, staff, children and their parents/carers have a responsibility in helping to achieve this.

We would, therefore, ask that parents/carers support the following home-school agreement by:

- Supporting children to uphold their responsibilities (attached);
- Supporting children in undertaking homework activities and ensuring that it is returned on the appropriate day;
- Participating, where possible, in family activities attached;
- Attending parental consultations and events to support learning;
- Ensuring good school attendance, including avoiding holidays in term time;
- Ensuring children arrive at school punctually;
- Supporting the school's dress code - uniform and no jewellery, other than watches;
- Ensuring children have the right equipment e.g. PE kit;
- Working in partnership with school to address any concerns raised by either party.

Name of parent/carer _____

I acknowledge and accept the home-school agreement to support my child.

Signed _____ Date _____

"With belief and hard work, anything is possible"



Top ten family activities to support learning
Foundation Stage

1. Share a love of reading with familiar stories and nursery rhymes.
 - Join your local library
 - Use our home loan book scheme to widen your child' reading experiences
 - Encourage early reading skills by looking at print/signs in the environment.
2. Encourage speaking and listening skills during conversation.
 - Remember to take those dummies out before children speak!
 - Ask your child simple questions - What? Why? When? Where? How?
3. Support writing for a reason; create shopping lists, birthday cards, labels etc with your child.
4. Build an awareness of numeracy skills through practical activities involving counting, shape, money and time.
5. Feel free to take worksheets home to reinforce and extend weekly work within school.
6. Get out and about in the local environment, there are a wealth of opportunities to be had.
 - Visit the park, go to the beach, take a bus trip.
 - In Nursery help your child to find interesting items to bring in related to our topic work.
 - In Reception support your child to find interesting items about their culture and home to share in our Show and Tell sessions.
7. Introduce your child to everyday technology and its uses.
 - Use the computer, discuss the keyboard and mouse and how to use it.
 - Show your child how to switch on a CD player, talk about the buttons and what they do.
8. Promote early language skills by encouraging your child to say simple phrases which will help them progress to more complex sentences.
 - In Nursery help your child to bring in objects for the colour table to discuss.
 - In Reception enjoy taking our 'weekend bear home' writing in his diary enabling children to further their language skills and share home experiences with their friends in class.
9. Play indoor and outdoor games with your child.
 - Encourage turn-taking, sharing, number skills etc.
10. Participate in opportunities to come in to school whenever possible. Keep an eye out for our open afternoons, craft days and trips.



Top ten family activities to support learning **Key Stage One**

1. Teach your child to tell the time.
2. Give your child a purse of change and play shopping games. Let them look for items in shops.
3. Play lots of board games.
4. Read to your child and share books together - even when they are competent readers.
5. Talk to your child about the places they have been and point out key features.
6. Go on local walks - Roseberry Topping, Highcliff, Captain Cook's Monument, Guisborough Branch Walkway.
7. Join the Library - if you have not already.
8. Explore the local beaches (rock pools, fossils).
9. Bake and cook together.
10. Have and care for a plant or pet.



Top ten family activities to support learning **Key Stage Two**

1. In summer, spend a day at the beach walking barefoot, jumping small waves, rock-pooling, building sandcastles, flying a kite and eating ice-cream.
2. Walk in the woods in different seasons, kicking leaves, conkering, climbing a tree.
3. In winter, run and fall in the snow, go sledging and build a snowman.
4. Bake a cake and lick the bowl clean.
5. Go for a picnic in the countryside or park.
6. Build dens and play hide and seek in the woods.
7. Sleep out in the back garden and look at the stars on a clear night.
8. Read a long book to your child at bedtime over a period of time.
9. Make a scrap book.
10. Use public transport (bus/train) to make a long journey and let your child pay for the ticket themselves.



ROUTINES AND RULES

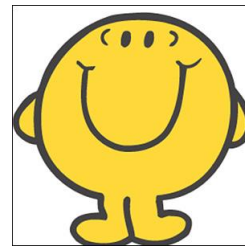
1. Use the correct entrances and exits.
2. Push bicycles and scooters on paths and inside the school grounds.
3. Line up sensibly and quietly.
4. Walk quietly inside the building, and walk up corridors in single file on the left hand side.
5. Enter and leave assemblies sensibly and quietly.
6. Play outside in the correct area for your age group at playtime and lunchtime. Use the correct toilets.
7. Ask permission if you have a reason to change seats in the dining areas.
8. Follow instructions when the bell or siren is rung or the whistle is blown.
9. Show good manners: say please and thank you, and hold doors open for others.
10. If an adult holds up their hand, this signals silence: hold up your hand and be silent in return.

Thank you!



REWARDS

Verbal praise



Stickers

Tokens

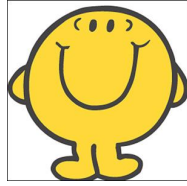


Certificates

Notes home to parents

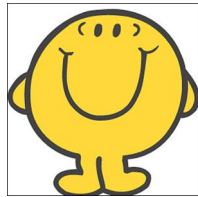


Extra privileges



Well done _____ for

Signed _____ Date _____



Well done _____ for

Signed _____ Date _____



SANCTIONS



1. Warning card.
2. 5 minutes time out in own classroom: paid back at breaktime.
3. Time out for the rest of the session in another classroom.



4. Isolation with Head/Deputy Head/Assistant Head: parents informed.
 - Spend the rest of the session in isolation (KS1).
 - Spend the rest of the morning or afternoon in isolation (KS2).



PLAYTIME SANCTIONS

1. 5 minutes in the time out zone.



2. Rest of playtime in the Respect Room.
3. See Head/Deputy Head/Assistant Head. Spend lunchtime in isolation.

(Serious incidents - straight to 3: fighting, verbal abuse, refusal to follow sanctions)



LUNCHTIME SANCTIONS

1. 5 minutes in the time out zone.



2. Rest of lunchtime in the Respect Room, last in for lunch.
3. See Head/Deputy Head/Assistant Head. 1 lunchtime in isolation, last in for lunch.

(Serious incidents - straight to 3: fighting, verbal abuse, refusal to follow sanctions)

TIME OUT



1. Go straight to the time out area.
2. Turn over the timer.
3. Sit silently and sensibly in the seat and watch the timer.
4. When it is finished, take the timer to the teacher.
5. Give the teacher the reason for the time out.
6. When given permission, return silently to your own seat.
7. Pay back 5 minutes in the Respect Room and deliver your slip to the teacher on duty.

TIME OUT (Break time)



1. Go straight to the time out area.
2. Stand silently and sensibly and watch the timer.
3. When the time is over, go to an adult and give the reason for the time out.
4. When given permission, carry on with playtime activities.
5. A slip will be given to your class teacher to be recorded.





With belief and hard work anything is possible

Hutton Lane, Guisborough, TS14 8AA

Tel: 01287/632293

Date:

Persistent Misbehaviour

Dear Parent or Carer,

As discussed with you, records in school show that your child had disrupted the learning of either themselves and/or other children, or had been involved in inappropriate behaviour around school on four occasions this half term. As a result, they lost playtime or dinnertime privileges by spending some time in the Respect Room on four occasions.

In spite of speaking with you about this, your child has received a fifth sanction this half term. At Highcliffe, we expect the best possible attitude towards school and learning from all children, just as we are sure you would want your child to display. We now feel that we should meet together to draw up an Individual Behaviour Plan, to ensure that your child's behaviour improves to meet the expected standard.

Please telephone your child's class teacher to arrange an appointment to meet as soon as possible.

Assuring you of our best intentions.

Yours faithfully,

KS1/2 Teaching Staff.

Policy on Behaviour and Discipline

Record of Respect Room Sanction (Respect Room)

Name: _____

Reason: _____

Date: _____ Signed: _____

Record of Respect Room Sanction (classroom)

Name: _____

Date: _____

Signed: _____