



## **Behaviour Policy**

Approved by N. King Head Teacher

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### **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. Our 3Rs (Resilience, Respect and Responsibility) ensure that our school ethos is clear to all stakeholders and visitors. 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 seven Golden Rules. We are a Golden School where there is a feeling of emotional safety and where the values of caring and citizenship are at the heart of our curriculum. The golden strategies in place help the children to listen to, and understand each other. They are shown, through the positive modelling of the adults involved, how to build trust and engage in effective relationships. They learn how to make responsible

decisions and wise choices through understanding that their behaviour has natural consequences. As children take over ownership of their own behaviour, they become able to consider their rights, responsibilities and duties as individuals in a democratic community.

- 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 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 A Golden School**

- 2.1 The Positive Behaviour Policy is based upon seven Golden Rules and 3 Core Values – Resilience, Respect and Responsibility (3Rs), designed to build self-esteem and reward all children who abide uphold the 3Rs and abide by the following Golden Rules:

We are gentle

We are helpful, kind and respectful

We are honest

We work hard and do our best

We listen to other people

We look after property

We are polite and well mannered

These Golden Rules are moral values and are displayed in every classroom, in other key areas of school and form part of the school prospectus and home school agreement. The Golden Rules are supported by routines for specific areas of school. This Behaviour Policy is designed to build self-esteem and reward all children who abide by the Golden Rules.

We use Golden Time as a whole school community celebration - a special reward session for children who have upheld our values and respected our Golden Rules. The children decide, in conjunction with the class teacher, upon the activities they would like to participate in on weekly basis. Golden stickers are awarded to children who have kept all Golden Time and playtimes that week.

- 2.2 We will also praise and reward children for keeping the Golden Rules and upholding Highcliffe's Values in a variety of other ways:
  - Staff congratulate children in classrooms, corridors and on the yards (verbal praise).
  - Staff give children rewards based upon age-appropriate systems (stickers, certificates, 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 our Friday assembly.
  - There are also weekly certificates for Star Writers, Star Readers, Marvellous Mathematicians; 3Rs Superstars and Sports Stars. These are presented in classes each Friday and shared on Instagram (if parents have given consent).
  - Adults from each class share the name of a child whose behaviour has stood out and record their names on our Highcliffe Spotlight board. These children receive a spot prize.

- The head teacher chooses a class each week for the spotlight board and they can choose a whole class reward.
- Merit certificates are awarded to one child from each class every half term, for consistent good work and/or behaviour.
- At the end of the year, an award assembly takes place where certificates and prizes for outstanding effort are presented.
- School displays celebrate good work and behaviour across a wide range of areas both in school and within the wider community.

### 2.3 Early Years Foundation Stage (EYFS)

Children in Reception participate in Golden Time for ten minutes at the end of every day. If children do not follow the Golden Rules, they are given a warning. If a child continues to break the Golden Rules, they will lose a minute of Golden Time. Children can lose up to 10 minutes of Golden Time if they do not follow the Golden Rules. Children who have lost some Golden Time are spoken to on a one to one basis during Golden Time by a teacher or teaching assistant to 'shine a light' on their behaviour, highlighting the Golden Rule they have broken and discussing ways in which they can change their behaviour in the future to keep the Golden Rules. Each week, a child in nursery receives a Pupil of the week certificate.

### 2.4 KS1 and KS2

The children will participate in Golden Time for half an hour every Friday afternoon, unless they have displayed Stage 4 behaviour (please see appendix). If children do not follow the Golden Rules, they will be given a warning. If a child continues to break the Golden Rules, they will miss 10 minutes playtime (Stage 2). If the poor behaviour continues, they will move through the Behaviour Stages and the associated sanctions will be implemented.

2.5 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), Thrive practitioners, School Counsellor or external counselling (The Link). 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.

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

2.7 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 and positive handling of children.

## **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 regards 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.
- 3.5 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. In addition, the school has a range of support for children with social, emotional and behavioural needs: Counselling, Thrive, Nurture Group.

#### **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, and shares records termly with the governing body in the Headteacher's report.
- 4.4 The Headteacher has the responsibility for implementing fixed-term exclusions to individual children for serious acts of misbehaviour.
- 4.5 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 Golden Rules 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 Suspensions and Expulsions**

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 suspensions and expulsions, 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 suspend 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 expel 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 suspends 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**

- Behaviour Stages and Sanctions