

Barrow Hall Community Primary School

"I am here to feel secure, to be valued and to learn"



Learning for Life

Creating opportunity,
embracing difference,
following dreams.

Behaviour Policy

Date of Policy: Summer 2017

Date of Next Review: Summer 2018

BEHAVIOUR POLICY including procedures for exclusion

Aims and Philosophy

Good discipline in school is essential to ensure that all pupils can benefit from the education opportunities provided by school.

At Barrow Hall we aim:

- To promote positive attitudes and positive self-images that encourages outstanding behaviour.
- To create a happy, calm and safe environment for all our children and staff.
- To develop self-respect and respect for everyone in our school community.
- To ensure fairness and consistency of approach and to apply the behaviour policy in a rigorous and non-discriminatory way.
- For all our children to reflect upon and take responsibility for their own behaviour.
- To continually monitor and assess the application and impact of the school's procedures.

Policy in Action

The School Council were consulted on the key essential behaviours that are needed to support the aims of this policy. The School Council agreed that everybody in the school should:

- try their best to learn
- use good manners at all times
- walk calmly round the school building
- respect others' opinions, property and right to learn

The Home School Agreement includes a commitment to supporting this policy and is shared with all parents on entry to the school.

Pupils will be rewarded for behaviour towards these rules with 'Super Star Points'. All children are arranged into houses. Currently, these are:

- Antony Gormley
- Ellie Simmonds
- Winston Churchill
- Rosalind Franklin

Children collect points for their house. Points are awarded for pupils who promote our school Core Values:

- Respect
- Ambition
- Resilience
- Happiness

The total for each team is shared weekly in Celebration Assemblies. The winning house each half term will receive a reward.

Children also collect points individually. There are rewards for reaching the following number of points. The School Council have agreed that the awards should be presented for the following number of points:

Bronze: 50

Silver: 125

Gold: 225

Platinum: 300

PIP and RIP

We are very proud of our children's positive attitudes to learning however occasionally they may need to be reminded about their behaviour. For this we use PIP and RIP.

PIP – praise in public

RIP – reprimand in private

We will not tolerate behaviour which disturbs learning.

Sanctions

Sanctions are needed to respond to inappropriate behaviour and to keep our children safe. A range of sanctions operate consistently across the school. Their use will be characterised by the clarity of why the sanction is being applied. Sanctions should always be fair, certain and consistently applied.

Bullying: (see separate Anti-Bullying Policy)

Bullying will not be tolerated in any form and will be dealt with swiftly and fairly.

Children with Challenging Behaviour

Whilst the majority of children follow the strategies and rules outlined in the Behaviour Policy a small minority will require extra support and guidance. In some cases, individual behaviour plans will be implemented in partnership between school and home. Children who consistently exhibit challenging behaviour may be placed on the Schools Special Needs Register (SEN). The class teachers, with support from the SENCo and/or outside agency will develop behaviour targets and strategies for the child which will be regularly reviewed. Pupils who exhibit emotional and social difficulties are supported according to need.

Children in danger of exclusion

We understand that disruptive behaviour can be an indication of unmet needs. We aim to intervene early and try to identify whether there are any causal factors. This might involve working with other agencies to support the child and family.

Challenging behaviour which persists despite interventions will result in a Pastoral Support Plan being implemented with parental involvement. If the behaviour continues to be challenging, exclusion will be considered.

Exclusion will be considered if:

- despite interventions the child is in serious breach or persistent breaches of this behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or physical safety of the pupil or other members of the school

The decision will be made by the Head Teacher and shared with parents and Governors. See appendix for parent information.

Where exclusions happen, we will take reasonable steps to set and mark work for the first five days. Alternative provision will be arranged for the sixth day.

Positive Handling

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal *offence*, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school. The school has a '**Positive Handling Policy**' in place which all staff are required to follow. All incidents of safe holding will be recorded appropriately.

Off Site Visits

This policy also applies when children are off-site. If behaviour becomes unacceptable and meets any of the above criteria or is likely to bring the school into disrepute, the child will be returned to school and the necessary action in accordance with this policy will be taken.

Searching of Pupils

The Headteacher and nominated staff, by the Headteacher are allowed to search pupils without their permission when they think the pupil has either a dangerous or illegal item/s on their person or their personal belongings.

Parental/Carer Support

Barrow Hall Primary School works collaboratively with parents and carers so children receive a consistent message about behaving in a positive manner.

The school expects parents and carers to read and support the school's expectations and values. We expect parents and carers to support their child's learning and to co-operate with school. We aim to maintain a positive and supportive dialogue between home and school and we will inform parents/carers if we have concerns regarding their child's welfare or behaviour.

Barrow Hall Primary School values the academic, social and emotional progress of our children and aims to work closely with families in order to ensure each child achieves their potential.

Conclusion

Ultimately it is the child who chooses and is responsible for his/her behaviour. We work to make positive behaviour rewarding so every child feels safe, happy and enjoys learning.

Information for parents about Exclusion

Principles

1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

2) A Fixed Term Exclusion from the school can only be authorised by the Headteacher or one of the Deputy Headteachers acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

3) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

5) The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.

2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting, if possible. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.

3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies. It is hoped that in most cases following an exclusion, the child will

be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Children Returning from a Fixed Term Exclusion

All children returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of persistent breaches or a serious breach of the behaviour policy.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent review panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Reviews

All correspondence regarding an exclusion from the school will inform parents of their right to a review to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate a review will be named in correspondence