



Heber Primary school

Behaviour and Anti Bullying Policy

September 2017

HEBER BEHAVIOUR POLICY

At Heber we want to provide an environment where everyone (children, staff, and parents) feels safe, secure, confident, valued and respected. The primary aim of this policy is to promote good behaviour. Good behaviour encompasses - politeness, courtesy, good manners and respect and care for others.

We promote good behaviour through: -

- The provision of an engaging curriculum
- Staff acting as role models
- Our high Expectations regarding behaviour and manners
- Establishing school rules
- Rewarding good behaviour
- Challenging and addressing unacceptable behaviour.

We expect: -

- Pupils parents/carers and staff to treat one another with respect, courtesy and good manners
- Parents to encourage their children to uphold the school's values and to adhere to the school's Behaviour Policy
- All those connected with the school to be aware of their responsibilities with regard to behaviour and with regard to preventing and responding to bullying.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR AND POSITIVE ATTITUDES TO LEARNING

The School will:

- Focus on generating and nurturing positive behaviour through a range of specific, targeted whole class teaching and learning activities, such as circle time and PHSE
- Set standards and support staff in maintaining these standards.
- Ensure that in the Foundation Stage positive behaviours are created and nurtured and teaching and learning is focused on helping children understand what acceptable and unacceptable behaviour is and what it means to be a valued member of the school and broader community.
- Keep records of all reported incidents of misbehavior using our online behaviour system 'Sleuth'
- Report to Governors, when requested, on the effectiveness of the policy.
- Regularly monitor and evaluate this policy

Staff will:

Offer children

- Opportunities to develop interpersonal and social skills
- A curriculum that engages and interests them

Help children to

- try to understand how their actions can affect others and help them to begin to develop feelings of empathy and sensitivity towards others
 - Learn to make choices about their behaviour
 - Become confident and take pleasure in learning
 - Understand their rights and responsibilities as members of the school community and citizens in our society.
- Ensure the children in their class
- Know the class and school rules
 - Are listened to and listen to others
 - Learn to value the contribution of others

Ensure that pupils' parents/carers

- (When appropriate) are informed about their child's welfare and behaviour and, where necessary are offered support

Children should:

- Be polite, courteous and well mannered.
- Respect and care for others.
- Observe the school values – *thoughtfulness/responsibility /resilience* and class rules
- Take responsibility for their actions
- Listen to others
- Learn to work co-operatively
- Learn to resolve disputes constructively
- Value and take responsibility for the school environment

We ask Parents and Carers to:

- Support the school in implementing this policy
- Contact the class teacher if they have concerns about the implementation of this policy. If concerns remain they should contact the Wellbeing Assistant Headteacher – Lyndsey Jefford
- Contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on his or her emotional well-being.

The Governing Body will:

- Support the school in the implementation, of the policy
- If necessary , give advice about disciplinary issues
- Review the effectiveness of the policy

Rewards and Sanctions

Rewards

1. Every class should have two displays for recording behaviour, one for individual children, and one for the class as a whole.

- The individual format records up to 30 stickers (15 in the Foundation Stage) per pupil. When a child receives 30 stickers (15 in the Foundation Stage) they receive a prize in Merit Assembly (KS1), from our Learning Mentors (Years 3 – 5) or from their class teacher (Year 6). Children in Year 6 could receive a stamp rather than a sticker
- The whole class format targets whole class issues. Completion should lead to a class reward.
 - Whole class rewards should take place once per half term.
 - The first should take place within the first two weeks of the Autumn Term.
 - Whole Class Rewards should vary and should be directed, weather permitting towards outdoor activities, e.g. rounders, orienteering, trip to the park.
 - Rewards taking place in school (games, class bake offs, time on laptops etc) should last between 30 and 90 minutes.

2. Once a week, in rewards assembly, in recognition of outstanding achievement (good behaviour, good work, exemplary manners, being a good friend etc) one child in every class will receive a certificate (FS and KS1) or wrist band (KS2)

Rewards are complemented by a series of sanctions centred on giving children the opportunity to reflect on and if appropriate alter their behaviour.

Sanctions in Key Stage 1-2

- Every class will display the class rules. Class rules will be agreed by the class at the start of the Year. They will reflect the values of the school. Children will be expected to follow the rules. If they do not follow the rules the following will happen.
- An adult will ask them to think about their behaviour. They will be given the chance to reflect. They will be told that repetition of the behaviour will result in a warning.
- If the disturbance continues a child will get a first warning on Sleuth.
- If the disturbance continues following a second warning a third warning is given and the child will be asked to sit on his or her own for 5 minutes to think about their behaviour. A five minute timer should be on the table. Children will fill in a reflection sheet which will be read by the teacher.
- A fourth warning leads to 15 minutes time out in a partner class.
- A fifth warning leads to spending the rest of the session in the phase leader's class and may lead to a phone call to parents
- A sixth warning leads to the pupil being sent to one of the Assistant Headteachers who will keep the pupil for the rest of the session. They may, if appropriate contact the parents to request a meeting.

Warnings will be recorded on Sleuth and can be accessed and reviewed at any time. Class teachers record every warning on Sleuth and will complete a time out slip which will accompany the pupil when they are sent to another classroom. Time out slips and reflection sheets will be kept as a record for future reference, in, for example, meetings with parents / carers. Warnings on Sleuth will be monitored regularly to ensure that meetings with parents are held promptly and to look at pupils who may be getting regular warnings. The data on Sleuth will be discussed half termly by the SMT

Sanctions in Foundation Stage

It is not appropriate nor necessary for children in the Nursery to use this Stepped Sanction Approach. Given the infancy of these children it is likely that a much more personalised, light touch response by supervising adults will be appropriate to help children realise what they have done, the impact of their actions, how to say sorry and make amends. In Reception classes, teaching teams are encouraged to begin to adopt this Stepped Sanction approach as/when necessary given the age/developmental levels of the children involved, but again, a light touch, personalised response may well be the appropriate path to take.

Notes

- Particular pupils may require a more individualised behaviour programme where the pupil concerned has their own particular targets. This programme would be drawn up in consultation with the Phase Leader and, if appropriate, the Inclusion Manager. Assistant Headteacher may become involved. Through discussion with the Inclusion Manager, a decision may be made to involve outside agencies.
- If a pupil shows any form of aggression (physical or verbal), teachers should call on one of the Assistant Headteachers who will, if appropriate bring the pupil to one of the Deputy Headteacher or Headteacher.
- Continued breaking of class rules or particularly unacceptable behaviour will mean that a child may be sent to the Phase Leader or a member of the SLT. This may precipitate exclusion from class or from school. In such cases a member of the SLT will always speak to parents.
- Teachers may, if appropriate keep children in at playtime or lunchtime as a consequence of their breach of the class rules.

Parents who show any form of aggression (verbal or otherwise) towards pupils or staff, may at the discretion of the Headteacher be banned from the premises.

Exclusions

- The Headteacher and in his or her absence the Deputy Headteacher can exclude children for serious breaches of the behaviour policy.
- The decision whether to exclude a child may rest on the judgement of the Headteacher in relation to establishing the truth. He or she may have to make a decision concerning what may or may not have happened on consideration of the balance of probability.
- The behaviour of pupils outside school can be considered as grounds for exclusion. Again, this will be a matter of judgement for the Headteacher.
- Governors are informed of exclusions at termly meetings of the Governing Body.
- A child may, in exceptional circumstances be permanently excluded for repeated or very serious breaches of the behaviour policy. A child may also be permanently excluded if their presence in the school would seriously harm the education or welfare of others in the school.

Please refer to 'Exclusion from maintained Schools, Academies and Pupil Referral Units in England DfE September 2012.