



Hartley Primary Academy

Behaviour Policy

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Feb 17	1.0	Revised existing policy

Behaviour Policy

This Behaviour Policy, which links with the Anti-Bullying Policy, promotes how we prevent and respond to bullying, including Cyber, LGBT (Lesbian, gay, bisexual and transgender) and Racism. In the creation of both these policies we have used the guidance from the DfE:

- Behaviour and Discipline in Schools, January 2016
- Preventing and Tackling Bullying, October 2014
- Use of Reasonable Force, July 2013
- Searching, Screening and Confiscation, September 2016
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, 10 February 2015
- SEND Code of Practice, January 2015
- Keeping Children Safe in Education, September 2016
- Supporting children and young people who are bullied: advice for schools
- Cyberbullying: advice for headteacher and school staff
- Advice for parents and carers on cyberbullying

Aim

At Hartley Primary Academy, we aim to promote an environment so that every member of our community feels valued and respected. We believe that all children have the right to learn in a happy, safe environment where they are treated fairly and equally. Our Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. We are a caring community, whose values are built on mutual trust and respect for all. We want children to develop as confident individuals with a positive self-image and an understanding of their role and responsibilities within the school and wider community. We follow the rights-respecting ethos to ensure we empower our children to become active citizens and learners, specifically every child's:

- right to be safe
- right to be respected
- right to learn
- right to be heard
- right to be happy

The behaviour of children in our school, although ultimately the responsibility of the Principal, should on a day-to-day basis be the responsibility of all staff. This will bring benefits in the form of a happy and calm school. The procedures described here will be applied consistently by all staff to all children at all times and staff will deal with children regardless of which class they are in. This will also include the power for teachers to discipline pupils, under certain circumstances, even when they are not at school or in the charge of a member of staff. (See DfE document, "Behaviour & Discipline in school, p5 and "Preventing and Tackling Bullying", p5)

The Whole School Behaviour Policy confirms the school commitment to:

- every child having the right to learn but no child has the right to disrupt the learning of others.
- everyone has the right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- everyone has the right to be happy and the responsibility to be kind and help others be happy; to be kind and considerate to others;
- promoting a culture of praise and encouragement in which all pupils can achieve;
- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- providing a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- providing each young person with the motivation and confidence to learn effectively;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- providing every pupil with appropriate high quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teaching children to respect themselves and others and to take responsibility for their own action and behaviour;
- helping young people to understand how behaviour affects others and the world around them;
- creating a partnership of support and effective communication between home, school and the wider community;
- providing young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- valuing each and every child regardless of ability, race, gender or religion; maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.
- not tolerating bullying of any kind including Cyber-bullying or bullying linked to Racism or LGBT. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Rewards

The school prefers to enforce behaviour by reinforcing the positive and through encouragement. We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children;
- Staff give children house points;
- Stickers are issued.
- All children can be 'put on the star' on a daily basis for their work, behaviour – or both!
- Each week we nominate at least two children from each class for a certificate in the Celebration Assembly; these children have their photographs, with their certificates, displayed on the information screen in the entrance hall on a weekly basis.
- Weekly Celebration Assembly rewards behaviour as well as achievement.

- Termly Trophy assembly in which a member of each class is nominated by the Class Teacher for continued consistent good work, behavior or acts of kindness.
- Staff distribute merits (house points/class trophy/class mascots/stickers etc.) to children either for consistent good work or behaviour, or to acknowledge outstanding effort, particular success or acts of kindness in school. The school acknowledges all the efforts and achievements of children, both in and out of school.

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Sanctions and Consequences

Although we aim to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour. We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. Children who exhibit poor behaviour will be reminded of the Rights Respecting Charter (see Appendix A); their rights but also their responsibilities. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

- In Foundation Stage and Key Stage 1, a 'Traffic Light' system is operated where all children begin on 'Green' and will stay there unless behaviour is giving cause for concern. Children then progress to 'Amber'. Few progress beyond this to 'Red', where further action is taken (see below). In the majority of cases, being placed on 'Amber' is sufficient. A child can see their name returned within the same day to 'Green' if their behaviour improves.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, they will be instructed to redo a task and this may be in their own time.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others, this could involve working in the class of a Phase Leader who would then spend time
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Children must be given the opportunity to demonstrate they can make correct choices about behaviour in the future, therefore parents are not contacted over minor misdemeanours. Children whose behaviour is repeatedly unacceptable or incidents which are very serious will be reported to their parents. Parents are a valuable and effective resource in behaviour reinforcement, and therefore their involvement must not be undervalued by calling them in unnecessarily.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the Academy contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- Children may be required to spend some time in the Quiet Reflection Room at lunchtime for violence, repeated disruption, excessive rudeness or disrespect.
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Sanctions which may be used:

- Sent to a senior member of staff (Phase Leader, Key Stage Leader, SMT) to be reprimanded.
- Working in a separate part of the classroom for a specified time.
- Losing a part of playtime. Class teachers may instruct a child to complete a task during part of playtime if misbehavior has been the cause of lack of completion.
- Working within another class.
- Working out of class supervised by a member of the Senior Leadership Team (SLT).
- Spending a specified amount of time in the Quiet Reflection Room.
- Behaviour reinforcement charts.
- In cases of extremely poor, violent or dangerous behaviour, other sanctions may be used. For example, if a child represents the Academy in a sports team or if a child has a role of responsibility within the Academy – clearly considered to be a role-model- then they may be 'stood down' for a period of time. This will be in consultation with SLT and all other options will need to have been considered first.

The role of the class teacher

The class teacher will:

- ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- follow up incidents of poor behaviour of the children in their class if the children are taught by another adult; e.g. a supply teacher or Teaching Assistant.
- follow up incidents of poor behaviour of the children in their class outside of classroom, e.g. playtimes and assembly times. (See points set out below.)
- will have high expectations of the children in their class in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- treat each child in their class fairly and enforce the classroom code consistently.
- treat all children in their class with respect and understanding.
- will keep a record of all repeated misbehaviour.

Step 1

In the first instance, the class teacher deals with incidents him/herself in the normal manner e.g. using the traffic light system in the early phases and names on the board in Key Stage 2. Children must be given clear directions as to the choices open to them and the consequences of making the wrong choices. Children who manifest continued misbehaviour, after an agreed number of warnings, may be sent out of the room to another colleague or Phase Leader/ Year Group Champion, with a child accompanying them and a note explaining the circumstances.

Step 2

Should this not be effective, then children should then be referred to the Key Stage Leader.

Step 3

Children should only be sent to a member of the Senior Leadership Team in circumstances of extreme rudeness, disrespectful or dangerous behaviour. Teachers need to be aware that too hasty referral can undermine their ability to maintain order in the eyes of the child(ren). In cases of repeated failure to behave appropriately the Academy may impose the sanction of loss of some break time or lunchtime, to reinforce the seriousness of the situation or to complete work unfinished as a result of poor behaviour.

In order to support a child in focusing on aspects of behaviour which need to be improved, a child may be given either a 'daily report' sheet or a 'session by session' report sheet. Adults involved with the child during the day comment on the child's behaviour, with particular reference to the behaviour targets identified. This may remain 'internal' i.e. teacher, Phase Leader or parents may be involved depending upon how the child is able to respond in changing their behaviour.

The class teacher liaises with the school SENCO and 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 social worker or LEA behaviour support service and a Behaviour Support Plan initiated.

The class teacher reports to parents about the progress of each child in their class, in line with the Whole-Academy policy. The class teacher may also contact a parent if there are concerns about the behaviour.

It is the role of all teachers to reinforce behaviour as they and children move around the Academy. However, children whose behaviour is not satisfactory at playtime or lunchtime (in particular) should be disciplined by the class teacher as well as immediately by the teacher on duty.

This is particularly significant at lunchtime when the Lunchtime Supervisors' role needs to be supported by teaching staff. If, as a result of poor behaviour, sanctions are applied which require the child to lose part of their playtime, supervision of this child remains the responsibility of the class teacher.

During PPA time children may be taught by other members of staff. Whilst discipline will be enforced at the time, the responsibility for the behaviour of children during PPA time and the consequent follow-up is the responsibility of the class teacher.

The role of the Principal

It is the responsibility of the Principal, following most recent DfE guidelines, to:

- implement the Academy behaviour policy consistently throughout the Academy, and to report to governors, when requested, on the effectiveness of the policy.
- ensure the health, safety and welfare of all children in the Academy.
- support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- keep records of all reported serious incidents of misbehaviour.
- give exclusions to individual children for serious acts of misbehaviour.

The role of parents

The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the Academy rules in the Academy Prospectus, and we expect parents to read these and support them.

Parents are very effective in reinforcing pupil behaviour. Therefore, we must ensure that their involvement is for major incidents or extended episodes of unacceptable behavior, rather than minor incidents. Ideally, children should learn from these and ensure their behaviour is acceptable following discussion, mediation and possibly the use of sanctions mentioned earlier (i.e. loss of some playtime/time out to calm down).

Parents may be involved in order to support their child, depending upon how the child is able to respond in changing their behaviour, with a 'daily report' sheet or a 'session by session' report sheet.

We expect parents to support their child's learning, and to co-operate with the Academy, as set out in the Home–Academy Agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions as a result of a child's poor behaviour, parents should support the actions of the Academy.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal and then the DCEO. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Lunchtime Supervisors

Lunchtime Supervisors follow the principle of reasoned discussion about what is and what is not acceptable behaviour – and why such behaviour is unacceptable.

Lunchtime Supervisors are given information about children giving cause for concern, either because their behaviour is not acceptable or they are vulnerable or troubled. They will keep a particularly close eye on children in these circumstances.

The role of the Academy Board

The Academy Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the Academy behaviour policy, but may seek advice from the DCEO of the Leigh Academies Trust or governors about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Principal (or the acting Principal/Vice Principal in the absence of the Principal) has the power to exclude a child from the Academy. When deciding whether to exclude a pupil from the Academy, the Principal must be guided by the Leigh Academies Trust Exclusions Policy.

Permanent exclusions will only be issued after consultation with the DCEO of the Leigh Academies Trust.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the Academy Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Principal records those incidents where a child is sent to him/her on account of serious misdemeanours.

The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the Academy policy is administered fairly and consistently.

Appendix A

Rights and Responsibilities at Hartley!

WE AGREE...

- **We have the right to be safe**

We have the responsibility not to hurt others.

We will not hurt other people's bodies or feelings, or play fighting games at play time.

- **We have the right to be respected**

We have the responsibility to not offend or be rude to others.

We will not be rude, use bad language or be disrespectful to children and adults.

- **We have the right to learn**

We have the responsibility to behave sensibly and keep a good learning environment.

We will not disrupt learning time with behaviour that is not welcome by others.

- **We have the right to be heard**

We have the responsibility to listen.

We will not talk over other people or argue with staff, we will listen and be polite at all times.

- **We have the right to be happy**

We have the responsibility to be kind and to help others be happy.

We will always be kind and considerate of others.