



Haydon Wick Primary School

Behaviour Policy

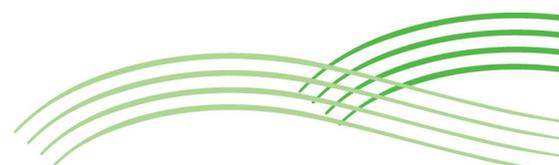
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1 Aims and expectations

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 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. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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.

1.5 This policy aims to help children to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

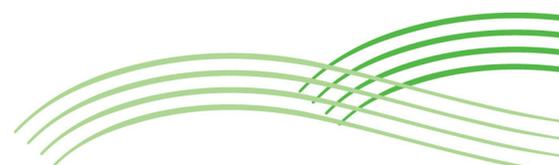
2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children;
- We distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- 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, we may ask them to redo a task.
- 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.
- 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.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child has sanctions. If a child repeatedly acts in a way that disrupts or upsets others, the school 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.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own golden rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

2.5 The school does not tolerate bullying of any kind. 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.

2.6 All members of staff are aware of the Swindon Guidance Document 'Policy on Positive Handling and the Use of Reasonable Force' which the governing body have fully adopted.

Staff only intervene physically to positively handle children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with borough guidelines on 'positive handling and the use of reasonable force' of children and are recorded in an incident management log.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.

3.5 The class teacher liaises with the SENCO who may then choose to contact external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Principal

4.1 It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

4.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Principal keeps records of all reported serious incidents of misbehaviour.

4.4 The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

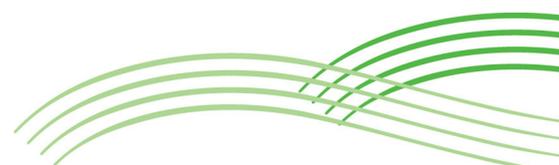
5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate 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 immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to sanction a child, parents should support the actions of the school. 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.



6 The role of governors

6.1 The governing body 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.

6.2 The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must consider this when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Principal permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The Principal informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

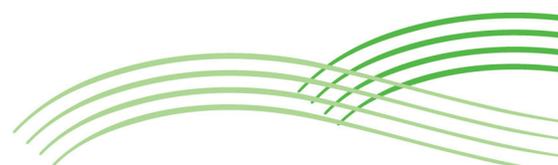
8 Monitoring

8.1 The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The Principal records those incidents where a child is sent to him/her for significant behaviour issues. These are recorded in the management of incidents log.

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

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



9 Review

9.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

In summary, after attending Haydon Wick School we would like our children to be literate and numerate, having a degree of independence and an awareness of others and a sense of

their own worth, to be capable of learning, to have a desire to learn and to be able to develop their capacity for learning.

The school believes that good relationships must exist with mutual respect between teachers and pupils, teachers and teachers, pupils and pupils, and teachers and parents. In creating the positive ethos of the school, teachers must have high expectations of pupils' behaviour and their work.

Both children and teachers have rights and responsibilities which must be achieved. They are listed below:

<u>Children's Rights</u> Right to feel safe Right to learn Right to be treated with respect	<u>Children's Responsibilities</u> To listen to teacher and do the tasks set by him/her To respect others To behave themselves and follow the school rules
<u>Teacher's Rights</u> Right to teach Right to support from other staff, Governors, Parents and other agencies Right to adequate teaching resources and good working conditions Right to be treated with respect (some children may find treating teachers with respect difficult)	<u>Teacher's Responsibilities</u> To respect all children and develop their self-esteem To provide a suitable, differentiated and stimulating curriculum for children To make explicit his/her expectations as to acceptable and unacceptable behaviour for children To provide a pleasant and well organised classroom

Reviewed June 2017