



HIGHBURY PRIMARY SCHOOL

Governors Policy on Pupil Behaviour

Highbury Primary and Nursery School's mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.
- To achieve academic excellence by ensuring each pupil performs to the best of their ability.
- To work together as a team with parents and carers within the community to promote respect responsibility for the benefit of all.

Pupil Behaviour Policy

Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere, effective teaching and learning cannot take place. If children are permitted to misbehave at school or absent themselves from it, they prejudice their own educational chances and those of others. Children learn by example as well as rule, therefore teachers, other school staff and parents have substantial responsibility in demonstrating a positive approach to discipline.

At Highbury a high standard of manners, respect and concern for others will be encouraged and expected at all times. We believe that every person within our school community and the contribution they make should be valued. The ethos of the school also promotes, besides care and consideration for others, self-respect and self-discipline, respect for property, honesty, forgiveness and trust. Bullying, racial or sexual harassment and derogatory name calling will not be tolerated. Within the wider community, children should be aware that the school's reputation can be influenced by the way in which they behave.

OUR AIMS

In managing pupil behaviour our aim is to develop self-discipline by helping pupils develop a sense of self-respect, self-confidence and self-reliance: and an awareness of and sensitivity to the needs of others. Our policy seeks to ensure that all forms of bullying or discrimination will be prevented.

Objectives of the Behaviour Policy

- To provide an environment where children feel secure and happy, where they feel valued and can experience success
- To have a clear, fair and consistent approach to behaviour
- To be aware of individual needs and circumstances
- To encourage self esteem and promote responsibility and leadership
- To encourage children to take responsibility for their own behaviour
- Ensuring the welfare of all pupils, especially some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.
- To encourage children to understand and follow the value of forgiveness and the importance of the principle of bringing an incident to a close.

To put our policy into practice we have adopted the following approaches examples of which are provided in appendices to the policy.

- a) Positive reinforcement (rewarding good behaviour)*
- b) Ways of raising self esteem of pupils*
- c) Using assertive discipline*

Equality

These aspects of the policy will be applied to all pupils with equality and fairness. Reasonable adjustments will be taken to avoid discriminating against:

- racial groups
- cultural differences
- newly-arrived pupils
- religious groups
- ethnic groups
- looked after children
- children with SEN & Disability

Searching and confiscation

The Violent Crime Reduction Act 2006 authorises Headteachers and staff authorised by them to search a pupil for a weapon without the pupil's consent, if they have reasonable suspicion that there is a weapon with the pupil or in his/her possession. In the unlikely event that that should prove necessary at Highbury, two

members of staff will be present and the search will be conducted away from others.

Personal Items

Unless requested or directed by the class teacher, pupils should not bring in any non-essential personal items from home. Those children disobeying this routine will have the objects confiscated. If items are confiscated they will be returned at the end of the school day to the parents or carers of the child.

Incomplete Homework

- Parents of children who regularly fail to complete homework set will be asked to sign the Home-School Reading Journal or Homework book to confirm when homework has been supervised and completed. (see Home-School Agreement)
- The class teacher will make contact with the parent
- The school will provide a homework for children who need support.
- All children will be requested by their class teacher to complete their homework at break.

Behaviour off site

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff. In law schools have a right to:

- secure behaviour which threatens the health or safety of pupils, staff or members of the public
- provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
- provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

Children who are not following rules while on school business or to and from school will be disciplined in line with the school's sanction system.

Application of Sanctions

Sanctions will be implemented each time a child breaks a School Rule. Examples provided in the appendices illustrate our policy to make the sanctions proportionate and fair. However, the school retains the right to apply serious consequences in response to certain actions. Those will be seen to be so severe that they require immediate action by the Headteacher or, in her absence, the most senior member of staff available.

Examples of severe cases:

- Harmful assault
- Serious harm to the education or welfare of others in the school (including bullying)
- Swearing at adults
- Carrying weapons
- Significant disruption to the reputation or the life of the school

Partnership with parents

The governors of Highbury Primary and Nursery School believe that the school is entitled to expect the support of parents. Good relationships between home and school benefit the child's behavioural development and overall progress. In support of this, the School has a Home-School Agreement which parents will be invited to sign when their child joins the school.

Monitoring

The governors of the the school will monitor the implementation of the policy. Behaviour tracking sheets and logs form part of the monitoring information that is evaluated by the governors annually to inform the school self evaluation process. Monitoring will also serve to ensure the policy is applied fairly to all groups in the school community.

In compliance with the Education and Inspections Act 2006, Part 7: Discipline, Behaviour and Inspection, this policy was written and agreed after consultation with representative members of the whole school community in June 2016 and consulted on annually thereafter.

This policy should be read with the anti-bullying policy.

Review:

This policy and appendices were adopted and will be reviewed every two years unless legislation dictates otherwise.

Approved by the governing body: _____

Date: September 2018

Review date: September 2020

Appendix A

Behaviour Management Approaches

a) Positive Reinforcement (rewarding good behaviour)

- Rewarding good behaviour through praise (individual praise to each child every day), the giving of stickers, stars, smiley faces, merits and Special Person of the Day. Certificates are given out at Celebration collective worship from the Headteacher
- Postcards home: sent home by the class teacher or Headteacher for children who have been involved in some excellent learning and a positive attitude to their work
- End of term certificates: given for a whole term of excellent learning or behaviour and for improved attitude
- Community cohesion cards: pupils who carry out activities that support the school e.g litter picking will gain a stamp on their card. When they gain 10 stamps they will receive a prize
- During circle time select a child at random for the rest of the class to comment positively on
- Have clear expectations for behaviour and communicate these explicitly and positively
- Share instances of good behaviour and work with others
- Develop a working partnership between child, school and home, using the Home School Reading Journal or informal discussion or message home to parents to involve and inform parents of good behaviour
- Use Circle Time as a regular way of discussing and rewarding good behaviour

b) Ways of Raising self esteem of pupils

- Praising all children
- Listening to and taking an interest in what the child says
- Building trust by being fair
- Showing respect to and for children
- Setting achievable targets for learning and behaviour
- Developing peer praise and evaluations
- For all children to have a sense of responsibility and take on a role of leadership
- The Student Council enables children to share their views
- Class monitor responsibilities and Year 5 & 6 prefects

c) Using Assertive discipline

It involves expectations, agreed and understood by all, and consists of four distinct parts: -

- i) A concise list of rules for all pupils to follow
- ii) A systematic approach to positive recognition of good behaviour
- iii) A graded list of the consequences of failing to keep the rules.
- iv) A plan that seeks forgiveness and restoration

Appendix B

Rules, Rewards and Sanctions

School Rules

1. Do be gentle, don't hurt anyone
2. Do be kind and helpful, don't hurt anyone's feelings
3. Do work hard, don't waste other people's time
4. Do listen to people, don't interrupt
5. Do be honest, don't cover up the truth
6. Do follow adult instructions at all times

As well as the school's rules, at the beginning of each academic year each class will devise its own set of class rules appropriate to the children's age range and understanding and a system of rewards will be used.

Rewards

1. Praise
2. Good behaviour will be reported to the class teacher for appropriate action
3. Especially good behaviour will be reported to parents either verbally or via the Home School Reading Journal
4. Good learning / behaviour will be celebrated within the classroom regularly e.g. being moved up the zone board. Children on the gold may receive extra positive reinforcement agreed within the phase group.
5. Good work / behaviour will be celebrated in collective worship by giving certificates
6. Merits can be awarded for excellent work and an excellent attitude to learning
7. Teachers will give a class rewards to encourage co-operative behaviour
8. All infant classes have a special rainbow chair to promote good behaviour and learning

Sanctions

The following list shows you the steps that we follow in all classrooms:

1. Make a non verbal signal.
2. Verbal warning.
3. If the child continues with this behaviour their name is moved down the zone board and loses 2 minutes Golden Time or break.
4. If this behaviour continues the child is moved down the zone board and has 15 minutes time out in a buddy classroom.

5. When the child returns to the class, if their behaviour has not improved then they will visit a member of the Senior Leadership Team. A phone call or letter will be sent home by the class teacher.
6. Individual pastoral support plans will be set for children who consistently show behaviour challenges and these are agreed with parents.

Each child will begin afresh each day.

Incidents at playtime will remain as separate issues because at Highbury Primary School we feel that children should not have their behaviour at lunch time impinging on their learning and the others in the class.

When implementing consequences staff should:

- Remain calm
- Be consistent - provide a consequence every time the child breaks a rule
- Find an opportunity to praise the child soon after delivering the action.

For children who consistently require corrective actions, the following should occur in order:

1. Reduce the number of corrective actions
2. Have an individual behaviour plan negotiated with parents
3. Involve the SENCO in developing a further behaviour plan with parents
4. Involve outside agencies in a Pastoral Support Plan
5. Internal inclusion for an agreed time
6. Temporary exclusion
7. Fixed term or permanent exclusion.

Dear

Today your child has again received several warnings today for:

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-
-
-

They have spent time in their partner class to consider how to improve their behaviour in future and been reminded of the school rules. Despite this time for reflection your child continued to misbehave.

Please could you discuss with your child their behaviour at school today and discuss how they could behave differently in future. Please could you ring the school office and make an appointment to see me to further discuss this issue.

Yours sincerely

Class teacher

Behaviours and consequences

Behaviour	Minor	Consequence	Major	Consequence
Disrespectful behaviour	Being unkind Casual attitude in class Answering back Pushing in line	<i>Non - verbal warning</i> <i>Verbal warning</i> <i>Model good behaviour</i>	Name calling Disobey adults	<i>Warning system</i> <i>Willow room to calm down</i> <i>Parents informed, letter or telephone</i>
Offensive language	Not directed at anyone e.g swearing during football witnessed by an adult	<i>Verbal warning</i>	Aggressive swearing directed at someone	<i>Warning</i> <i>Letter of apology</i> <i>Parents informed</i>
Dangerous behaviour	Running inside Pushing Rocking on chairs	<i>Verbal warning</i>	Fighting Throwing objects Leaving the premises Ignoring adults' instructions	<i>Warning</i> <i>Letters to parents</i>
Physical abuse	Prodding, poking, pinching	<i>Verbal warning</i> <i>back up with visual prompt</i>	Unprovoked attack causing injury	<i>Senior Leadership Team (SLT)</i>
Vandalism	Spoiling the environment e.g littering, picking flowers	<i>Verbal warning</i> <i>Social story</i>	Deliberate damage	<i>Letter to parents from Headteacher requesting reimbursement</i>
Stealing	Poor decision - tempted to take something	<i>Verbal warning</i> <i>Offer praise for deciding not to take something - forgive</i>	Deliberate taking of property	<i>Sent to member of SLT</i> <i>Parents informed</i> <i>Apology to owner of property/ reimbursement of property</i>
Bullying		<i>Monitoring</i>		<i>Follow the Antibullying policy</i>