

# **GREAT CHART PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

**September 2018**



**Agreed and ratified by the Governing Body- October 2107**

*Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness*

This document is a statement of the aims, principles and strategies for Great Chart Policy. It should be read in conjunction with the SEN policy, anti-bullying policy, anti-racism policy, safeguarding policy and the policies for teaching and learning.

## **Rationale**

At Great Chart School we aim to provide a happy and secure environment for all those who work here or visit. We encourage an atmosphere whereby all pupils are able to learn and all teachers are able to teach.

**We expect all members of the school community to treat each other with respect and courtesy and to take responsibility for their own behaviour.**

The purpose of this policy is to give a clear code of conduct for the use of all at Great Chart School. This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. The policy will be responsive to changes within the school.

## **Principles**

At Great Chart Primary School we:

- We respect each other
- We care for everybody within our community and the wider community
- We look after our environment

**NB** We understand that some of our pupils have very individual needs and so may need to be supported and managed differently. Adjustments may need to be made in order for them to access the curriculum and be part of the school community.

## **Aims of the Behaviour Policy**

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work.

- To ensure a whole school approach which is used by all staff in the school consistently.
- To provide clear boundaries for acceptable behaviour. To encourage our children to be law abiding and to tolerate all.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To ensure physical and emotional safety.
- To provide both a system of rewards to encourage good behaviour and also a system of sanctions which are consistently used.
- To involve parents throughout the process and to keep them informed, working as a partnership.

## **Success Criteria**

If the aims of this policy are successful this will lead to:

- A calm, purposeful and happy atmosphere in the school
- Positive, caring attitudes towards everyone where achievements at all levels are valued
- Pupil self- esteem raised
- Pupils, staff and parents have a sense of direction and a feeling of common purpose

## **Rights**

Every child has the right to feel safe, secure and happy to achieve this we believe the child must:

- Have clearly defined boundaries within school
- Feel valued, appreciated, and know people who will listen to them
- Be fairly treated
- Be spoken to with respect and courtesy
- Have a learning environment of good quality that is conducive to learning

Adults working in the school have a right to:

- Be treated with respect and courtesy
- Feel valued and appreciated
- Receive appropriate training to enable them to carry out the roles expected of them

## **Responsibilities**

All members of the school community- teaching and non –teaching and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a good sense of belonging to the school community
- offering equal opportunities in all aspects and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships and behaviours
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers can confiscate pupils' property.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the

circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

## **Pupils' conduct outside the school premises**

### What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

At Great Chart Primary School we will respond to all criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. We will involve parents and if necessary the police or other outside agencies.

Consequences will be imposed for:

- Any misbehaviour when the child is:
  - Taking part in any school-organised or school-related activity or
  - Travelling to or from school or
  - Wearing school uniform or
  - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another pupil or member of the public or
  - Could adversely affect the reputation of the school.

## **Teaching positive behaviour**

At Great Chart Primary School we believe it is easier to behave well when you feel good about yourself. We have a supportive school with a caring ethos. We also acknowledge that many of our pupils come from situations that are not. Therefore we actively promote good relationships and positive views of others and ourselves through each class using:

- PHSE and Circle time at least once a week to actively teach core skills
  - Encouraging pupils to discuss their feelings
  - Teaching right and wrong, respect, support and consideration

We also believe that it is the duty of all the staff to actively teach these core skills throughout the day by:

- staff modelling the skills and abilities directly
- setting appropriate boundaries for pupil behaviour
- showing empathy and understanding of pupils
- listening to pupils
- showing respect and understanding to everyone in the school community
- providing feedback in an informative way to pupils
- using positive consequences to encourage the learning of appropriate behaviour
- using negative consequences to discourage inappropriate behaviour

## **Whole School Behaviour Rules**

As part of having a shared vision of behaviour in the school, whole school rules are shared and displayed within the school community. At the beginning of each academic year, the school will review the Behaviour Policy. Children will have an induction period to ensure the behaviour rules are fully embedded and are revisited at the beginning of each term.

**R** – Respect everyone and everything in our school

**E** – Effort; always try your best

- S – Sensibly walking inside our school
- P – Please and thank you, be kind and share (politeness and manners)
- E- Every time, tell the truth
- C – Correct uniform every day
- T – Take responsibility for your own behaviour

## **Behaviour Plan**

The behaviour plan will be reviewed and updated annually. Rewards and consequences will be issued according to this plan.

## **Good to be Green**

This is the traffic light approach we use with the children

## **Rewards**

Good behaviour is encouraged through the use of praise and a system of rewards. Rewards are used to:

- encourage good behaviour
- create a positive environment
- help teach behaviour and establish positive relationships
- to increase self- esteem

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive rewards. Children's success both in their work and behaviour will be measured against their previous performance. Each class teacher will devise a range of rewards to use in class:

- Stickers- Good To Be Green
- Termly certificates for pupils who have stayed on green all term
- Medal at the end of the year for pupils who have been Great to be Green all year
- Class treats
- Raffle tickets

Whole school rewards include:

## **Golden Time**

Golden Time is a merit and sanction system operated by class teachers from Y1- 6. Golden Time forms part of the Behaviour Policy implemented in the school. Children have an incentive to follow the rules and are rewarded for good behaviour by having 'privilege' time. Rules are frequently discussed and revised during Circle Time and SEAL activities. Each child begins with 20 minutes of 'Golden Time' on a chart. If the children follow the classroom rules, they are rewarded with the maximum 20 minutes. If a child chooses to break rules consistently throughout the week the teacher will take away all or part of circle time.

## **House System**

The children in school are split into four Houses. House points are awarded both in class and generally around school by all school staff. These points will be displayed in both classrooms and collectively in the large hall. They will be referred to often to encourage a shared responsibility towards positive behaviour generally and a good attitude to work. The House Cup is awarded to the House with most points at the end of each month.

## **Respect stickers**

Teachers nominate pupils who have followed the school rules and demonstrated good behaviour for RESPECT stickers each day.

## **Headteacher and Deputy Headteacher Tea Party**

At the end of each term teachers nominate one pupil from each class to attend a tea party with the Headteacher and Deputy Headteacher. Pupils have to demonstrate that they have followed the School RESPECT rules. Names of each pupil are displayed on the website, Facebook and the school APP.

## **Celebration Assembly**

Each week a child is nominated to show their work in Celebration Assembly. Children who have worked really hard are also congratulated. Names of each pupil are displayed on the website, Facebook and the school APP.

## **Consequences/ Sanctions**

When pupils choose to break rules a whole school system of appropriate sanctions are used according to the Behaviour Plan. These sanctions or consequences are organised into a discipline hierarchy which is progressive. The sanctions then become gradually more substantial.

## **Record Keeping**

For pupils causing concern a record of instances of misbehaviour will be logged using Google Docs. Individual logs are kept for pupils consistently causing concern. For some pupils ABC charts are also completed. Records are reviewed by the SLT.

## **Individual Behaviour Plans/ Pastoral Support Plan (PSP)**

For pupils causing significant behaviour concerns, an Individual Behaviour Plan/ PSP will be formulated and agreed with all appropriate parties including the child and parents. The School rules will still need to be followed but adjustments will be made in terms of expectations, rewards, treats and sanctions. The plan will be reviewed weekly or fortnightly if there has been progress, the programme will be stopped. If progress has been very slow then a referral might be made to an outside agency such as LIFT (Local Inclusion Forum Team)

## **Involving Parents**

Parents are encouraged to take an active part in the school. We believe it is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour. Parents sign 'A Statement of Partnership' form when their child joins the school which ensures support of the school's behaviour policy. In this document, Parental responsibilities are listed:

### **Parents' responsibilities**

- to make children aware of appropriate behaviour
- to encourage independence and self- management
- to show an interest in all their child does in school
- to support the school in implementing this policy
- to be aware of the school rules and class discipline plans

It is the aim of the school to inform parents about their child's positive behaviour .

Positive feedback is given to parents through a range of strategies:

- positive memos
- messages home in contact books
- telephone calls
- verbal feedback
- Postcards

If there is concern about a child's behaviour, his or her parents will be invited to talk to the class teacher. This will allow the teacher to find out if there are any factors that might be affecting the child. The teacher and parent can then work together to try to put measures in place to improve the child's behaviour. Throughout this procedure parents are kept informed. Sometimes if behaviour is monitored, a home/school contact book may be started.

It is hoped that the pupil will make progress but sometimes if unacceptable behaviour continues, more support will be needed. The class teacher will then discuss ways to improve this child's behaviour with the Inclusion Team. An 'Individual Behaviour Plan' will be written and discussed with the parent and child.

## **Training**

Members of staff will be encouraged to attend courses and to share 'good practice' throughout the school. In school training will also take place. Parenting courses are also available for parents and the school can sign post them to these.

## **Search Powers and Confiscation (DfE advice January 2018)**

### **Searching with consent**

School staff can search pupils with their consent for any item. Staff are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy. (A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty)

### **Searching without consent**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

(Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Great Chart Primary School the Headteacher and authorised staff can search and confiscate a pupil's mobile phone if it has been used during school time or has been used inappropriately, causing distress to another pupil or adult.

(The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.)

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

## **Confiscation**

### **Confiscation after a search with consent**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### **Confiscation after a search without consent**

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Please read the DfE guidelines relating to the disposal of any items. (Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies January 2018)

**Power to use Reasonable Force** (Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013)

All members of staff have a legal right to use reasonable force to control pupils or restrain them, as set out in. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"- *see above*

### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but **in extreme cases** it may not always be possible to avoid injuring the pupil.

## Physical Intervention

Some staff are trained in the 'Team Teach' approach and can use physical intervention if deemed reasonable, proportionate, necessary and in the best interests of the child. A record must be kept of any such interventions. A list of staff trained in Team Teach strategies are displayed on the Community Room window.

## Reduced Timetables

When appropriate the school, in consultation with parents, may suggest a reduced timetable if unacceptable behaviour persists.

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

- As part of a planned re-integration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools.
- As a temporary fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.
- In limited circumstances reduced timetable may also be used as a method of managing pupils at risk of exclusion.

The agreement has a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. A reduced timetable must not be treated as a long-term solution to a problem.

Parental approval for a reduced timetable will be part of a Pastoral Support Plan for the individual pupil.

## Exclusion

This is seen as the very last resort. In exceptional circumstances, a pupil might be excluded from school. A decision to exclude would be taken only:

- In response to serious breaches of the school's behaviour policy
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- If allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Headteacher (or deputy in the absence of the HT) may exclude a child and this is carried out with consultation with parents. If the decision to exclude is the only option, the school will follow guidelines set out by the DfE and Local Education Authority:

- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Kent Exclusion Guidance for schools and governors (KCC April 2017)

At Great Chart Primary School, exclusions will take the form of:

- Internal exclusion
- Fixed Term exclusion
- Permanent exclusion (used as a last resort when all other measures have been exhausted or there has been a serious breach of the school's behaviour policy)

All decisions with regards to exclusions will be recorded and parents informed as outlined in the above documentation. For fixed term and permanent exclusions the Local Authority will be informed via the Digital Front Door.

After an exclusion a reintegration plan will be agreed between the school and parents. This could include a reduced timetable for a limited amount of time to ensure the successful reinstatement to full time attendance, reintegration and inclusion.

### **Dealing With Allegations Against Staff Including Malicious and Unfounded Allegations**

The Headteacher has details of the DfE Guidance on dealing with Allegations of Abuse and will contact the Local Authority Designated Officer (LADO) for further advice. If the allegation is determined to be deliberately invented or malicious, the Headteacher will consider whether disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he/she was not a pupil.

### **Bullying and Racist incidents**

Bullying is any persistent behaviour which makes someone else feel unhappy, including not speaking to them, making faces, name calling, and sometimes even physical assault. Bullying will be treated as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

Racist incidents will also be dealt with as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

We have a very strong anti-bullying policy and anti-racism policy which need to be read alongside the school's behaviour policy.

All incidents of bullying and racist incidents are recorded using the KCC Digital Front Door.

### **Review**

The policy will be reviewed at the end/ beginning of each school year. Staff will also be kept updated with the policy at the beginning of each school year and also through our Induction training.

The government document "Behaviour and discipline in schools' (2014) contains further advice for schools on this subject and has been taken into consideration.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>