



***Head of School: Mr P. Coiffait***

# **School Policy**

## **Behaviour**

**Co-ordinator: Rachel Kay**

**Governors adopted this policy on:**

**Signed by the Chair:**

**To be reviewed on:**



# **Behaviour and Discipline Policy**

## **Aims and expectations**

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.

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 a 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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behavior, as it believes this will develop an ethos of kindness and co-operation. This policy is designed to create good behaviour and minimise negative behaviour.

## **The positive reward system**

We praise and reward children for good behaviour in a variety of ways. Teachers give appropriate age related rewards for good work and behaviour linked to individual class reward systems eg points, frogs on logs, fish, stickers etc. Children strive to earn enough rewards to swap for a prize from the class prize box.

Each week the teacher nominates the ‘class achievers of the week’ and we share the child’s success in our Achievers’ assembly. Our achievers area celebrates the success of those children.

Starblazers is our whole school reward system for good behaviour. Children can earn four starblazers a day for good behaviour outside class-before school, playtime and lunchtime, playtime and dining room. Each class record this on a starblazer chart and children can earn the opportunity to go to a starblazer club every Friday afternoon if they have seventeen or more stars in total. Children who do not earn enough stars miss out on attending a club that week. A special trophy is given to the class with the most starblazers each week.

Certificates are given out during Achievers assembly to celebrate success in eg swimming, competitions, reading 5 books etc.

Home/school books are used as an effective way to communicate positive information about a child's behaviour.

School staff use positive praise used on our 10 steps for learning! We use a positive and consistent approach, encourage appropriate behavior in interactions with children and staff and showing that good behaviour is valued. Class/school procedures are consistently reinforced so children have clear expectations and boundaries for behaviour. Children are encouraged to share, negotiate and cooperate. We develop confidence and self-esteem which promotes good behaviour.

The school acknowledges all the efforts and achievements of children, both in and out of school. The record of Achievement File contains information regarding pupil achievement out of school, for example, music or swimming certificates.

### **Use of sanctions and support structures for pupils causing concern**

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 to move to a place nearer an adult or to sit on their own.

We expect children to try their best in all activities, we provide extra adult support or 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 from the rest of the class until s/he calms down and is in a position to work sensibly again with others.

Class staff may highlight good behaviour of other children in order to modify unacceptable behaviour. If appropriate we re-focus a child's attention on another activity to defuse a situation.

A behaviour plan may be drawn up by class staff to deal with unacceptable behaviour. Staff discuss and record suitable strategies for dealing with a child's behaviour and discuss with parents/carers before implementation.

We demonstrate that a child is still valued even if their behaviour is unacceptable.

General behaviour sanctions may include – missing out on play times or class treats/trips, losing class rewards etc.

All children's behaviour which causes concern is detailed in a pupil observation sheet. These sheets are analysed regularly with class staff and SLT. Each incident is dealt with separately. Any disciplinary proceedings will depend on age and developmental level of perpetrator and victim, whether there is evidence of gross provocation or staff mishandling.

## **Pastoral Support Plans**

There are three stages of support for pupils at Hawthorns

### **Level 0**

All pupils who do not require any additional behavioural support other than the Hawthorns Curriculum.

### **Level 1**

Children who require a behaviour strategy that is planned, co-ordinated and written into a behaviour plan. This is reviewed at Class Team Meetings.

### **Level 2**

Children whose behaviour is not improving at Level 1 – will be allocated to a Senior Member of Staff to support class planning. Pupils at this stage will have a detailed QCA profiled and a Box all profile. Parents will be fully involved with the planning which is regularly reviewed.

### **Level 3**

Children who need more support – usually multi-agency support or a Child in Need meeting is held to co-ordinate all agencies.

## Implementation

As we are committed to developing children's positive and acceptable behaviour, we will ensure that all staff are committed to dealing with bullying behaviour.

All new staff will be inducted into policies and procedures.

- Parents will sign Home School Agreements
- New parents will have the opportunity to discuss behaviour management during transition/admission arrangement.
- We will ensure that all staff have training in behaviour management.
- We will ensure that all staff including students and volunteers do not use any form of physical punishment.
- We will ensure that all staff including students and volunteers do not use any form of physical intervention unless it is necessary to prevent children from causing harm to themselves, others or serious damage to property.
- All staff will be trained in Team Teach techniques. Any incidents of physical restraint will be recorded and reported to parents immediately.

The safety of the children is paramount in all situations. If a child's behavior endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The child may be removed from class or the class may move elsewhere. If a child threatens, hurts or bullies another pupil, the class teacher records the incident. If a child repeatedly acts in a way that disrupts or upsets others, the school contact the child's parents and seeks an appointment in order to discuss the situation with a view to improving the behaviour of the child.

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

## Bullying

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 all children attend school free from fear. See separate Anti-bullying sheet.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996, The Use of Force to Control or Restrain Pupils. Teachers in our school do not push, hit or slap children. Staff have undertaken Team Teach training to enable them to move and handle children correctly and safely.

### **The role of the class teacher**

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

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.

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.

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 headteacher.

The class teacher liaises 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 behavior support agencies.

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

### **The role of the headteacher**

It is the role of the headteacher, under the School Standards and Framework Act 1998, to implement the school behavior policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all the reported incidents of misbehaviour.

The Headteacher has responsibility for giving fix-term suspensions to individual children for serious acts of misbehavior. For repeated or very serious acts of anti-social behaviour the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

### **The role of parents**

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

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

We expect parents to support their child's learning, and to cooperate 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.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeals process can be implemented.

### **The role of the Governors**

The Governing Body has the responsibility of setting down these guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

**A:** Hawthorns School, Sunnyside Moss Campus, Lumb Lane, Audenshaw, M34 5SF

**T:**0161 370 1312 **E:**admin@hawthorns.tameside.sch.uk **W:**hawthornsschool.org

## **Fixed term and permanent exclusions**

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

If the headteacher excludes a pupil s/he informs the parents immediately giving reasons for the exclusion. At the same time the headteacher makes it clear to 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.

The headteacher informs the Local Education Authority and the Governing Body about any permanent exclusion and about any fixed-term exclusion beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The Governing Body has a disciplinary committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Education Authority, and consider whether the pupil should be reinstated.

If the Governors appeals panel decides that the pupil should be reinstated the headteacher must comply with this ruling.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and if necessary makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour. The class teacher records minor classroom incidents and forms are analysed regularly.

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The headteacher keeps a record of any pupil that is suspended 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 school policy is administered fairly and consistently.

## **Review**

The Governing Body reviews this policy every two years. The 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.

**The Governors of Hawthorns Community School formally adopted this Behaviour Policy on:**

**Date:** \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_

**Headteacher:** \_\_\_\_\_

**Date for Review:** \_\_\_\_\_