



Where small works

Platts Heath Primary School

Behaviour Policy

May 2019

Our Aim

Our aim is to promote, secure and maintain high standards of behaviour within an ordered, safe and caring school community. Platts Heath is an inclusive school and we are committed to raising the confidence and self-esteem of all pupils, respecting and helping each one to achieve his or her full potential across all areas of the school's curriculum.

Raising awareness about what it means to be a responsible member of our community and helping every pupil to acquire the skills, knowledge and understanding needed to fulfil that role is central to all our teaching at Platts Heath.

Good relationships and mutual trust and respect amongst all members of the school community, are at the very heart of our policy. The full commitment of everyone to the working of the policy, with the staff leading by example at all times, will secure for every child an entitlement to learn and experience achievement in a safe and caring climate, free from intolerance, prejudice and harm.

We are committed to teaching our children by example how to apply and take ownership of our school rules. We provide clear guidance for classrooms, playgrounds, the public areas of our school building and for when the children are on educational visits.

School rules:

Be Safe

Be Fair

Learn and care

Thank you for keeping our school rules by:-

Always doing your
best

Listening and
learning

Asking, if you don't understand

Being fair, polite and considerate of
others Congratulating and
encouraging each other

Working quietly, and playing sensibly

Helping to make sure the school
environment is looked after

Enjoying your work

Our Expectations

We believe that high standards of behaviour are supported by:-

- Creating an environment in which good behaviour is based on mutual respect, trust and understanding
- Celebrating differences and making every child feel special
- Ensuring that children have a clear understanding of what is expected of them
- Recognising and responding to children's strengths and weaknesses
 - Recognising that we all have difficulties from time to time, and for some people they are more extreme and need an appropriate response

We will provide opportunities for children to discuss incidents in which they are involved by asking the following questions:-

- What has happened?
 - What were you thinking/feeling at the time? What have you thought/felt since?
- Who has been affected by this? How?
- What needs to be done to put things right?

We expect children from Reception onwards to:-

- Value differences and understand that all children are entitled to fair treatment and equal opportunities.
- Tell the truth
- Respect the privacy of other children
- Handle disagreements in a responsible way and without retaliation
- Maintain good working atmospheres
- Exhibit sporting behaviour in games and competitions
- Respect the school
- Take responsibility
- Address all adults and children respectfully
- Take care of their own belongings and those of other people

Rewarding Good Behaviour, Effort and Personal Achievement

Verbal praise and encouragement

This is given frequently. More time is spent drawing attention to positive rather than negative issues.

Written comments on pupils' work

The school's Marking Policy gives further details.

Class rewards

Each class has their own version of rewards in the form of house points, these are on a group basis and/or individual achievements.

Achievement assembly

Every Friday in the celebration assembly certificates are awarded for personal achievements and academic endeavours.

Headteacher's Award

Children who have worked especially hard may be presented with a Headteacher Award sticker at any time of the day. Adults may send a child to the Headteacher at any time to talk about their achievements.

Other Opportunities

Each class devises their own class rules, which complement the school rules, each September and reflect the ethos of the class.

Pupils are afforded an opportunity to undertake specific areas of responsibility e.g.: Membership of the School Council, playground leaders, and eco warriors.

Unacceptable Behaviour and Resulting Sanctions

All staff will respond to unacceptable behaviour in a professional manner. Any behaviour which does not fit in with our school rules is not acceptable and will be dealt with appropriately. The following types of behaviour fall into this category:

- Preventing other children from learning or being disruptive
- Disobedience
- Lying
- Racism
- Bullying
- Name calling and teasing
- Spitting
- Swearing
- Violence towards others e.g.: punching, kicking, pinching Rudeness and answering back
- Inappropriate gestures
- Fighting, including play fighting
- Stealing
- Lack of respect for property belonging to the school or to children and adults
- Bringing inappropriate items into school
- Inappropriate touching of other children's bodies
- Explicitly sexual behaviour
- Truancy
- Homophobic behaviour

Sanctions for Unacceptable Behaviour

There is an agreed system of sanctions at Platts Heath which operates at 3 stages.

The aim of all our sanctions is for the child to understand what went wrong and why. The child will accept responsibility for the harm that he/she has caused. The expectation is that behaviour will improve.

Stage A

Irregular or minor incidents of unacceptable behaviour

Examples are:-

- Constant chatting
- Shouting out in classrooms or corridors
- Unfinished or unacceptable work due to time wasting
- Not looking after resources carefully
- Not sharing or co-operating
- Thoughtlessly 'rough' play
- Interrupting the teacher
- Running in the corridor/ramps/creating a potential accident

Stage A incidents will be dealt with by a Class Teacher or teacher in charge, Teaching Assistant (TA) or Mid-day Meals Supervisor (MMS) depending on the time of day, and will be discussed with the child.

Examples of Stage A Sanctions:

- Reprimand – for a first or minor offence
- Finishing work or repeating work in own time
- Removal from the group – sitting separately, but within the classroom and with work to do.
- Missing part of a playtime supervised by an adult
- Restorative justice – eg tidying a classroom where a mess has been made deliberately

Stage B

More serious incidents or regular repetition of Stage A behaviour.

Unacceptable behaviour at Stage B is more serious and as a result will be reported to the class teacher and the Headteacher.

Examples are:-

- Stage A behaviour consistently repeated after adult intervention
- Racist remarks or behaviour (see separate policy)
- Swearing
- Dangerous behaviour
- Spitting at another person
- Physical assault
- Inappropriate touching of other children's bodies
- Fighting
- Bullying (see separate policy)
- Theft

These incidents will be dealt with by either the class teacher or Headteacher and the action taken will be recorded on SIMS. Parents will be informed by the class teacher in the first instance. If parents are not available at the end of the school day contact will be made by telephon. Racist incidents are recorded online and the victim's parents are informed as well as the perpetrator's. (See Platts Heath Racial Equality Policy)

Example of Stage B sanctions are:

- Writing a letter of apology
- Loss of playtime
- 'Time out' of class to work supervised elsewhere

Stage C

Extremely serious incidents or regular repetition of Stage B behaviour

Unacceptable behaviour at Stage C is very serious and very few children will ever reach this stage at Platts Heath. Outside agencies are frequently involved e.g. Behaviour Support Team, Education Welfare Officer, or Educational Psychologist. The primary aim of such agencies is to provide support and expertise in order to help the child improve his/her behaviour.

Examples are:-

- Regular repetition of Stage B incidents
- Refusal to accept school rules
- Extremely disruptive behaviour that prevents other children from learning and compromises their safety and welfare
- Violent behaviour towards other children that does not improve after adult intervention
- Physical aggression towards a member of staff
- Extremely violent behaviour resulting in injury
- Repeated racist or homophobic behaviour

These incidents will be dealt with by the Headteacher and the action taken will be recorded.

Stage C sanctions are:

- Pastoral Support Programme
- Exclusion from school for a fixed time
- Permanent exclusion

For pupils at risk of temporary or permanent exclusion, a Pastoral Support Programme (PSP) is drawn up. A PSP is a school based strategy designed to help pupils manage their behaviour more successfully.

A PSP will be particularly important for those pupils whose behaviour is deteriorating rapidly, and it will identify clear and realistic behavioural outcomes as targets for the child. It will usually last for 6 weeks with a review every 3 weeks. The SENCO will be the school's representative in matters relating to the implementation of a PSP.

Exclusion from School

For some Stage C incidents a fixed period of exclusion is likely to result. It is expected that exclusion, when there has been no previous history of serious inappropriate behaviour and where parents are not already involved in dialogue with the school, will be an extremely rare occurrence. However, the Headteacher will use the sanction of exclusion for a first offence if the incident is sufficiently serious to merit this. (Full details of the exclusion procedures are in the appendix).

Permanent exclusion from Platts Heath is very rare. It is a final step in the process of dealing with disciplinary offences when a wide range of other strategies have been tried and have failed. It is an acknowledgement that the school, despite its investment in supporting and encouraging a child to modify his/her behaviour, is no longer effective and does not have the capacity to bring about the desired change. The decision to permanently exclude a child will also need to take into account the impact of the child's behaviour on the other pupils in the school, and whether the entitlement of the majority to an education without disruption, is being put at risk.

Roles and Responsibilities of Adults

In accordance with our Home School Agreement, everyone involved in the life of the school is required to make a full commitment to ensuring the successful fulfilment of the aims of this policy.

These are the particular requirements of all the adults who form our school community and have a role to play in helping children to achieve our expectations.

CLASS TEACHERS WILL

- Display, explain and reinforce the school rules for all areas, prominently in addition to the classroom rules
- Ensure that classrooms are well organised and ensure the safety and welfare of the children, promoting and encouraging good behaviour and effective teaching and learning.
- Demonstrate respect, tolerance and a full commitment to inclusion as well the school's Behaviour Policy, Anti-bullying and Equality Policies.
- Know and use the agreed systems of rewards and sanctions outlined in the relevant policies and work closely with the Headteacher in the best interests of individual pupils and the school community.

The Headteacher will

- Demonstrate commitment to the school rules at all times and lead by example.
- Support and monitor class teachers in applying the systems of rewards and sanctions explained in the policy.
- At Stage A class teachers will take responsibility
- At Stage B keep records on SIMs . Discuss these incidents with class teachers on the most effective and appropriate way of informing parents. Record the agreed use of sanctions, including any use of 'time-out' to another class.
- At Stage C – offer full support to any teacher or member of staff involved in dealing with these incidents. Write a School Support Plan with the class teacher and monitor its effect. Be familiar with LA procedures for establishing a PSP and for exclusion if this becomes necessary. Liaise with outside agencies as and when necessary and keep records of involvement using a standard school format.

ALL ADULTS WORKING WITHIN THE SCHOOL

In addition to the Headteacher, class teachers, teaching support staff, peripatetic teachers, Mid-day Meals Supervisors, kitchen staff, admin staff and parent volunteer helpers will:-

- Familiarise themselves with the school's behaviour policy.
- Contribute towards the establishment of an orderly community where there is mutual respect between all members and where there is proper concern for the environment.
- Bring to the attention of class teachers examples of particularly pleasing behaviour, as well as all examples of unacceptable behaviour in accordance with the three-staged approach.
- Use the class reward system when clear examples of particularly praiseworthy behaviour are noted.
- Encourage children to be proud of their school and promote its good name.

GOVERNORS

All governors will:-

- Support the school's Behaviour Policy and its implementation.
- Ensure that the policy is reviewed and updated when necessary, and that at least once in every school year the document and measures therein are brought to the attention of all pupils, parents, employees and anyone engaged to provide their services at the school ('School Standards and Framework Act 1998').
- Ensure that the Behaviour Policy is made freely available within the school for access by all interested parties.
- Ensure that all statutory requirements are met, especially those regarding exclusions and the Equality act 2010
- Monitor incident forms

PARENTS AND CARERS

All parents and carers will:-

- Know the school rules and discuss them with their children.
- Set good examples to children.
- Encourage children to share any problems with adults.
- Inform the school of any matters at home which could affect their children's behaviour in school.
- Attend meetings at school if invited to do so.
- Maintain regular contact with their child's class teacher.
- Be supportive of the school and its policies.

