



Haydon Wick Primary School

Behaviour Policy

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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.

As a school we ensure that all staff working directly with children/young people have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn.

This policy is to be viewed in conjunction with TWHF Behaviour Policy. This policy can be found on our website or requested through the school office.

Responding to concerns about bullying

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

All incidents of bullying are recorded on CPOMs and incidents of bullying are monitored to look for patterns of behaviour. Support is put in place where needed.

Child On Child Abuse

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately.

- 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.
- 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 to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

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.

Rewards and Sanctions

- Adults use verbal or written praise appropriately to recognise academic achievement, effort, and appropriate behaviour.
- We award house points to children for academic achievement, good behaviour, or to acknowledge effort or demonstration of our school values.
- The school acknowledges the efforts and achievements of children, both in and out of school in a weekly assembly.
- The school employs several sanctions to enforce the school rules, and to ensure a purposeful, safe, and positive learning environment. We employ each sanction appropriately to each individual child and each individual situation and follow a behaviour escalation procedure (ladder of sanctions) to ensure consistency.
- The safety of the children is paramount in all situations.
- 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.

Physical Intervention

Where physical intervention is required to keep a pupil safe the school will respond in line with the [DfE guidance 'Use of reasonable force' July 2013](#).

Some members of staff have completed team teach training, which teaches techniques of positive handling

As a school we may intervene to:

- remove a disruptive pupil 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of physical intervention are recorded in the school's bound book and reported to parents/carers.

The role of the class teacher

- 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.
- 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 expected behaviour consistently. The teacher treats all children in their class with respect and understanding.
- 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.

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.

The role of the Principal

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

antisocial behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

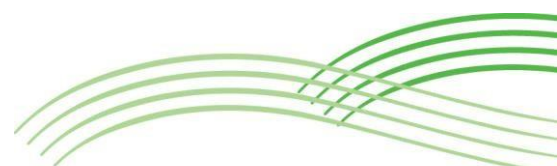
- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
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- We expect 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.
- If the school (in line with this policy) uses reasonable and consistent 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.

The role of The Multi Academy Trust (MAT) and the Local Governing Body (LGB)

The MAT and the LGB have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The MAT and LGB support the Principal in carrying out these guidelines.

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

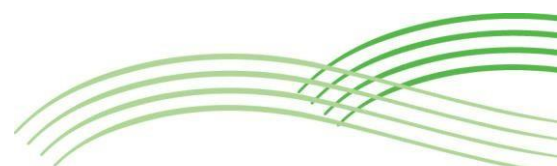
Suspensions and permanent exclusions



- Only the Principal (or the acting Principal) has the power to suspend a pupil from school. The Principal may suspend 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.
- 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.
- The Principal informs the LA, MAT and LGB about any permanent exclusion, and about any suspensions beyond five days in any one term.
- The governing body itself cannot either suspend a pupil or extend the suspension period made by the Principal.

Monitoring

- 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.
- The Principal records those incidents where a child is sent to him/her for significant behaviour issues.
- The Principal keeps a record of any pupil who 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. 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.

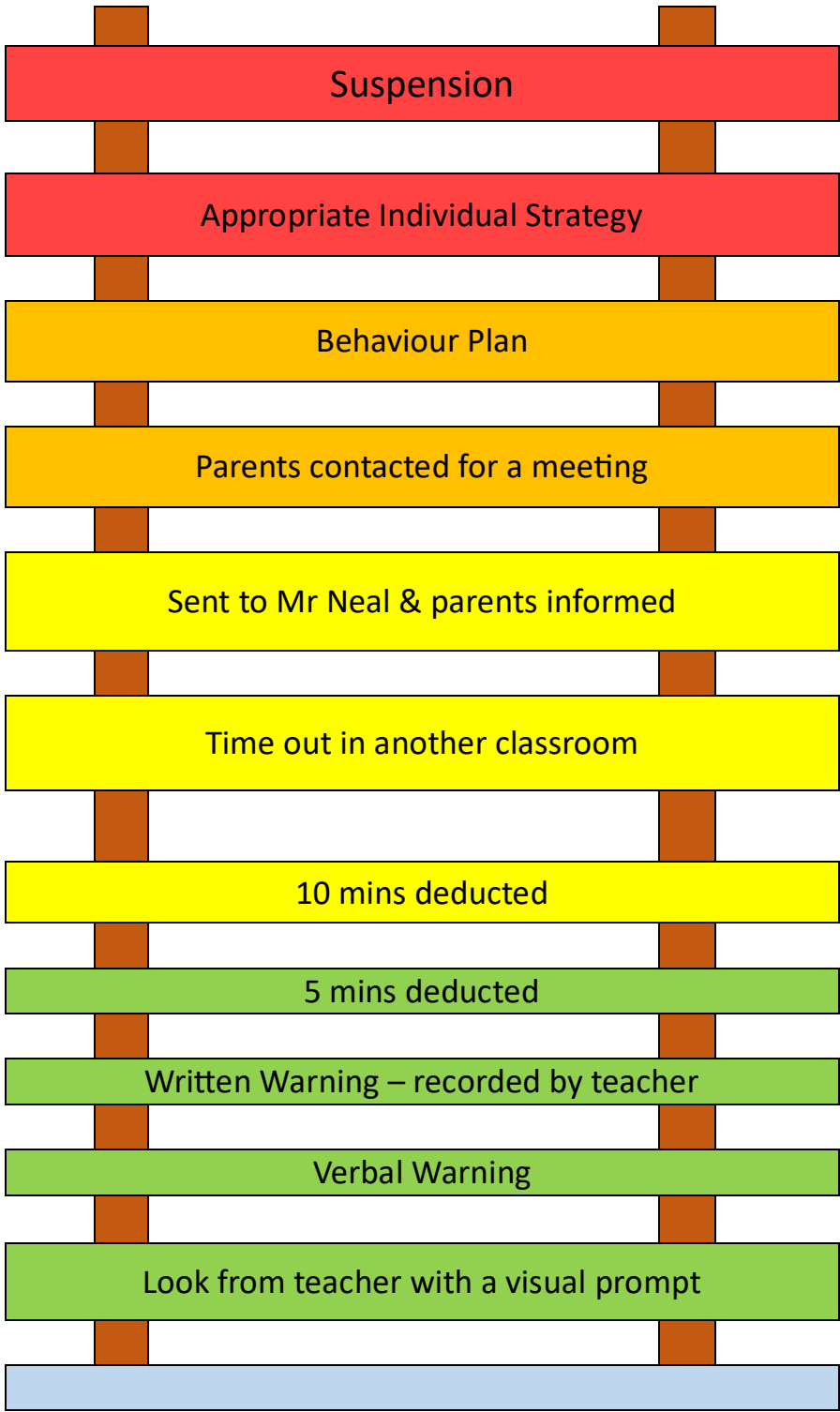
Both children and teachers have rights and responsibilities which must be achieved. They are listed below:

<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

Appendix 1.

Ladder of sanctions





Unacceptable or persistent behaviour which may be disruptive, harmful or threatening.

If poor behaviour persists over time.

Low-level behaviour that has not stopped following green sanction, or isolated serious event.
Hurting, throwing objects or destroying property.

Low-level behaviour
Time out spent with class teacher or TA during morning or lunch break.
Rudeness, refusal, not following the class rules.



