



# High Green Primary School

## Behaviour Principles Written Statement

CONTENTS	Page No
<a href="#">1. Introduction</a>	2
<a href="#">2. Rewarding Positive Behaviour</a>	2
<a href="#">3. Stages of Response</a>	3
<a href="#">4. Exclusion Guidance</a>	4

### 1. **Introduction**

- 1.1.** We want High Green Primary School to be a place where everyone feels safe, respected and able to work to their full potential unhindered by inappropriate, threatening or disruptive behaviour.
- 1.2.** We aspire to the highest standards of conduct from pupils as individuals and as collective units. To this end the pupils and staff work towards our Golden Rule: ALWAYS TREAT OTHER PEOPLE THE WAY YOU WISH TO BE TREATED.
- 1.3.** This is the embodiment of expectations for behaviour which include:
- Show care, respect and consideration for others.
  - Show care, respect and consideration for belongings and other property.
  - Be polite, well-mannered and respectful to other people, including children and adults.
  - Work hard and always try to do your best.
- 1.4.** Throughout the school we want to base the management, control and disciplinary strategies for behaviour on the following set of principles:

- Warmth – relationships built on trust, respect and care.
- Consistency – having a firm but fair approach with all.
- Vigilance – picking up on the little things, being aware of what’s going on.
- Organisation – well practised routines and well-planned lessons.
- Motivation – delivering high quality lessons, setting high standards and expectations, ensuring children achieve success and are actively and enthusiastically engaged.

**1.5.** In order to encourage these qualities, we will:

- Create an ethos of care and respect where staff and older children act as role models to support and guide positive behaviour.
- Celebrate and praise positive behaviour through assemblies, informal praise and reinforcement.
- Develop empathy for others through a range of subject areas across the curriculum.
- Information posters showing Good Manners in a range of situations are displayed around the school and discussed with children at the beginning of each year.

## **2. Rewarding Positive Behaviour**

**2.1.** Children will receive a ‘dojo’ for positive behaviour. When they have achieved 30 ‘dojo’s’ they will be able to select a prize from the Headteacher.

**2.2.** Homework Champions (Bronze, Silver, Gold awards for home learning)

**2.3.** Any incidents of inappropriate behaviour will be dealt with by three clear stages.

**2.4.** Inappropriate behaviour can be defined as:

- Any behaviour that does not show care or respect to other people.
- Any behaviour that does not show care or respect to other people’s property. - Acts of bullying (Refer to Anti-Bullying Policy, Child Protection Policy)
- Behaviour in lessons that act as a barrier to learning for self and/or others.

## **3. Stages of Response**

Following the three stages, it is worth noting that actions are written as it MAY happen. This is due to each situation being different and each response has to be considered against the information at hand. The staff involved and HT where appropriate, need to investigate each situation and establish the course of action appropriate in order to achieve a successful outcome.

Factors which may alter the course of action include:

- Family circumstances.
- Children SEND need.
- Children suffering from low self-esteem/mental well-being.
- Actions of other children involved.

Whatever the factors, any behaviour that disrupts learning or hurts others: physically or emotional, will not be tolerated. The outcome of any action taken has to be to ensure the safety of all children and staff and to ensure that poor or aggressive behaviour is not repeated.

#### **4. Stage One**

- 4.1 Low level behaviour includes disrespect to others, being unkind, arguing with others, falling out etc.
- 4.2 This behaviour is dealt with in class by the class teachers and TA and not recorded.
- 4.3 Staff will follow the protocol of speaking to the children involved about the incident, how did it make them feel. The person showing poor behaviour will be asked to think about how it made others feel and what steps they could take to make sure it doesn't happen again. The person will always be expected to apologise to the person they have hurt.
- 4.4 If staff feel it appropriate, a sanction may be given. For example, losing some part of the playtime. This must be age-appropriate and only for a part of the break, so they have the opportunity to show they have responded well to the discussion and the sanction.

#### **5 Stage Two**

**Recording specific behaviour on CPOMS as Behaviour will begin at Stage Two.**

- 5.1 If the behaviour continues and begins to form a pattern, this will be recorded and additional sanctions given and/or if the behaviour becomes more aggressive: physically or verbally.
- 5.2 HT will be informed and may speak to the child in question about the repeated behaviour, setting out the expectations for behaviour across school.
- 5.3 A discussion with parents may also take place at this stage.
- 5.4 Sanctions may be increased to include missing a greater part of the break, writing letters apologising for the behaviour.
- 5.5 The behaviour will be closely monitored.
- 5.6 Where children are receiving support and/or being monitored for mental well-being this will be recorded on **CPOMS under Mental Health and Well-Being**. Support may include regular **Safe & Well chats** and/or specific interventions: **social stories, Time to Talk**.
- 5.7 Issues around mental well-being may be raised by specific behaviour, parents, comments in a child's Well-Being Journal and/or Zones of Regulation.

#### **6 Stage Three**

- 6.1 If the behaviour continues additional investigation may be needed to identify trigger points.
- 6.2 A meeting with parents in school to agree expectations may be requested.
- 6.3 A **Behaviour Support Plan** may be drawn up which states clear expectations, targets and monitoring reviews.
- 6.4 Behaviour will continue to be closely monitored.
- 6.5 External support may be accessed at this stage; for the child and/or the family.

## 7 Exclusion

### Terminology

*A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.*

*A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).*

- 7.1 Before suspension or exclusion is considered for any child, the school will endeavour to offer a full range of support, advice and guidance appropriate to the child's/family's needs. The school will also work closely with external services to ensure the appropriate level of support for the child and/or family.
- 7.2 Each stage, interventions, meetings and impact monitoring will be recorded in detail to support the school's decision to exclude.
- 7.3 Exclusion Procedures will only be considered after all other attempts have been exhausted and is deemed to be in the best interest of the child and/or the other children in school.
- 7.4 At this stage all documentation will be based on the LA guidelines and requirements.
- 7.5 If a child is to be excluded the **headteacher** will inform the pupil, parents and governors. Parents will be contacted by phone or send the child home with a letter detailing the exclusion. An additional copy of the letter will be sent to the home address. The Chair of Governors will be informed of the exclusion by a phone call and a follow up letter. The LEA Primary Inclusion Team will be informed of the exclusion by the appropriate form and copies of all relevant letters.
- 7.6 Once a fixed period of suspension has been completed, the parents, pupil and **headteacher** will meet on the child's return. A behaviour report will be agreed and actioned by school. Other support may be discussed and offered at this stage appropriate to the needs of the child.
- 7.7 If the pupil is at risk of permanent exclusion, a referral may be made to the **Primary Inclusion Panel** for further support and advice.
- 7.8 Only in very extreme cases will a child be permanently excluded. At this stage the school, governors and parents will be required to follow specific LA procedures. A copy of these procedures can be found in the Exclusion Policy.

### **Exclusion (from the classroom or the school) may be considered if:**

- 7.8 If at any stage, a child displays threatening, aggressive and/or violent behaviour towards another child and/or a member of staff, exclusion may be considered.
- 7.9 If at any stage a child shows INTENT to harm another person, this may also result in an exclusion.

**7.10** Exclusion from the classroom has to be considered with the safety of the individual and the safety of others by keeping the child in school in mind. For example, if a child has threatened a member of staff or another child, it may be appropriate to exclude the child from the school premises. If this is the case, careful consideration has to be given prior to the child returning and appropriate measures put into place to safeguard everyone.

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

**7.11** At this stage, procedures will be in line with the DfE **Exclusion Guidance**.

<https://www.gov.uk/government/publications/school-exclusion>